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ABSTRACT

Phase IV of the project entitled Occupational Education Administration Project (OEAP) presents the results of a comprehensive assessment to evaluate the effects of OEAP with respect to achievement and subsequent administrative performance of participating students. (OEAP, as a total project, was designed to (1) field test the model performance-based Occupational Education Administrator Program under typical graduate education conditions, (2) write and refine affective performance indicators, (3) conduct followup and revalidation of the identified occupational education administration performance statements, (4) provide all program participants with the education necessary to obtain Illinois Level I Administrative Endorsement for Certification, and (5) place program participants in occupational education administrative positions commensurate with their acquired abilities and credentials by a specified date.) It was concluded that a great deal of learning did occur during participation in OEAP and that OEAP alumni exited the project with substantial cognitive and affective proficiency in the 159 competencies which comprise the Occupational Education Administrator's professional role. The document includes further discussion of project conclusions, and suggestions for further research. Appendix A, Occupational Education Administration Project: Competency List with Cognitive and Affective Sample Indicators, covers the majority of the document (78 pages). Four additional appendixes provide other information related to OEAP. (HD)

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The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase IV

Conducted by:
Department of Vocational Education Studies
Department of Educational Leadership
Southern Illinois University at Carbondale

Supported by:
State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

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CE 008 594

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT:

Phase IV

Final Project Report
PCE-D6-023

Dr. Wayne S. Ramp
Project Director

sponsored cooperatively by

Occupational Education Program
Department of Vocational Education Studies
Southern Illinois University at Carbondale

and

State Board of Education
Illinois Office of Education
Joseph M. Cronin,
State Superintendent of Education

Department of Adult, Vocational and Technical Education
Professional Development and Curriculum Section

August 15, 1976

The Research Report herein was performed pursuant to a contract with the State Board of Education, Illinois Office of Education, Department of Adult, Vocational and Technical Education, Professional and Curriculum Development Section. Directors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, though, necessarily represent official Illinois Office of Education opinions or policy.

ACKNOWLEDGEMENTS

Educational organizations have developed a tradition that four years is an appropriate time period in which to develop people from the neophyte or freshman stage to that of graduating senior. So it is with the Occupational Education Administration Project staff. We have learned much and for this we are indebted to those persons, numbering in the hundreds, who in a variety of ways have been involved with the project. At least forty local education agencies, their governing boards, administrative staff, faculty and student bodies have given assistance to the project over the past four years. For this we shall continue to be grateful.

Almost all staff members of the Illinois Office of Education, Department of Adult Vocational and Technical Education have contributed in some way to the work of the project. However, special mention is in order for William Reynolds, who supported the project from beginning to end and to Charles Hempstead and James Haire who provided guidance throughout the endeavor.

Dean of Education Elmer J. Clark and Associate Dean Donald Beggs must be thanked for providing the climate as well as the logistical and academic support to sustain an innovative project over a four-year period. Special mention must be made regarding the assistance rendered by Dean of the Graduate School, Thomas Mitchell and his staff who made it possible to offer a non-traditional program to graduate students.

Several student workers and graduate assistants contributed effort beyond the call-of-duty. However, a special debt of gratitude is owed to Dr. John Bradley who took the major responsibility for writing this last of the final project reports. Much of the success of the project must be credited to the Assistant Project Director, Professor James C. Parker whose enthusiasm, expertise and humanity provided a model that enhanced the professional development of project participants and staff.

The end of a four year educational experience generally is culminated with a commencement exercise. It is the anticipation of the project staff that this final report will fulfill the commencement function and that the end of the project will mark the beginning of a period where competency based programs become the standard route to positions of leadership in Occupational Education.

W.S.R.

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INTRODUCTION

The Occupational Education Administration Project evolved from a 1971 Illinois Office of Education Request For Proposal calling for development of a competency based model graduate program in Occupational Education Administration. The 159 competencies judged to comprise the Occupational Education administrator's professional role were identified and the essential characteristics of the model program drafted during 1972. The program became operational with the enrollment of eight students during 1973. The program was refined and curriculum materials were developed during 1974. Further refinement occurred during 1975 and 1976 and the project was the subject of an in-depth evaluatory study during 1976.

Initially the project was interinstitutional with Dr. Edward Anderson of Illinois State University at Normal and Dr. Wayne S. Ramp of Southern Illinois University at Carbondale serving as principle coordinators. Independent model programs were established at Southern Illinois University and at Illinois State University during 1973 and these two programs functioned as separate entities from then on.

The Occupational Education Administration Project at Southern Illinois University at Carbondale (OEAP) was an interdepartmental effort being jointly sponsored by the Department of Vocational Education Studies (formerly Department of Occupational Education) and by the Department of Education Leadership (formerly Department of Education Administration and Foundations). Dr. Wayne S. Ramp, Professor of Occupational Education in the Department of Vocational Education Studies, was Director and Dr. James C. Parker, Associate Professor of Educational Administration in the Department of Educational Leadership, Assistant Director.

All of the students who participated in the OEAP were concurrently employed as vocational education teachers in Southern Illinois public high schools or community colleges. As prerequisite to admission to OEAP, students were required to obtain support from their local administrator in the form of a letter of recommendation and provision of sufficient released time to complete learning activities related to the 159 occupational education administration competencies.

Students engaged in at least three distinct types of learning activities while enrolled in the OEAP. Each served two hours per day for one academic year as a supervised intern in the school where he/she was employed; completed the course work required for State of Illinois Level I Supervisory Endorsement for Certification or Level II Administrative Endorsement for Certification, depending upon his/her status upon admission to the OEAP. Students were also engaged in enrichment activities such as attendance at weekend seminars, service on an Illinois Office of Education Evaluation Team, and attendance at professional meetings. Forty-one students completed the OEAP between 1973 and 1976 and more than two-thirds of these OEAP Alumni were incumbent in administrative positions in August 1976 when this report was written.

OBJECTIVES AND ACCOMPLISHMENTS

The Occupational Education Administration project; Phase IV, was guided by the objectives originally stated in the projects contract. These objectives and a discussion of the extent to which each was attained are as follows:

Objective 1

To field test the model performance-based Occupational

Education Administrator Program under typical graduate education conditions.

Assessment: During 1976 the OEAP presented those of the 159 Occupational Education Administration competencies related to interpersonal transactions via redesigned educational administration courses. Students continued to serve two hour per day internships during which they completed learning experiences related to the paper work aspects of administrative performance. One professor of educational administration served as the University Supervisor for all OEAP Interns and two full-time on-campus students were incorporated in the project.

Objective 2

To write and refine affective performance indicators, the attainment of which can be taken as evidence that program participants will conscientiously pursue the developed occupational education administration performances, in a professional manner.

Assessment: Affective performance indicators at the "receiving, responding, and valuing" levels of Krathwohl's (1964) taxonomy of affective objectives were written for each of the 159 Occupational Education Administration competencies. These objectives are included with this report as Appendix A.

Objective 3

To conduct followup and revalidation of the identified occupational education administration performance statements.

Assessment: A study to revalidate the 159 Occupational Education Administration competencies was begun during fall semester 1975. Investigation conducted preparatory to this effort resulted in realization that valid assessment of the OEAP had to be a more thorough than simple revalidation of the competency statements upon which the OEAP was based. Accordingly, an indepth evaluation of the effects of the OEAP with respect to student achievement and subsequent administrative performance was conducted. The findings from this study are included with this report as Results and Conclusions, tables of data from the evaluation are attached as

Appendix C, and a copy of Evaluation of a Competency Based Occupational Education Administration Project is included under separate cover.

Objective 4

To provide all program participants with the education necessary to obtain Illinois Level I Administrative Endorsement for Certification.

Assessment: Nine of the 10, OEAP: Phase IV students have completed the requirements for Level I, General Supervisory, or Level II Administrative endorsement for certification. Personal reasons forced one student to temporarily withdraw from the project during Spring Semester 1976. However, this individual anticipates completion of all requirements for Level I General Supervisory endorsement for certification prior to January 1977.

Objective 5

To place program participants in occupational education administrative positions commensurate with their acquired abilities and credentials, by September of 1976.

Assessment: While all ten OEAP: Phase IV participants have secured employment for the coming year not all have found positions commensurate with their developed abilities. Four of the nine OEAP: Phase IV Alumni will be in administrative positions at the beginning of fall semester, 1976.

Objective 6

One hundred copies of the final report printed and transmitted to the Illinois Division of Vocational and Technical Education for distribution.

Assessment: One hundred copies of the final report have been transmitted to the Illinois Office of Education, Department of Adult, Vocational and Technical Education Office (formerly Illinois Division of Vocational and Technical Education).

OPERATIONAL PROCEDURES

Recruitment and Selection

During April, 1974, names of prospective project participants were solicited from current project participants, past graduates, State of Illinois Division of Vocational and Technical Education Regional Directors, Community College Deans, Principals, and Superintendents of Southern Illinois public schools. Project staff and the State of Illinois EPDA Personnel Development Coordinator cooperatively selected eight participants from among the candidates identified. The selection criteria employed in this process were as follows:

*The candidates acceptability according to the EPDA guidelines.
*The candidates admissibility to the Southern Illinois University Graduate School.
*The candidates work experience and Occupational Education teaching experience.
*The candidates demonstrated involvement in and commitment to vocational education.
*The candidates degree of support as evidenced by his/her school superintendent's stated willingness to provide instruction and released time for special activities.
*The breadth and depth of the vocational program where the candidate was employed.

Furthermore, two full-time on-campus students were permitted to enroll in the OEAP. Arrangement of internship positions equivalent to those of the other eight OEAP students was prerequisite to these two students admission to OEAP: Phase IV.

Project Overview

Participants received individual advisement by project staff, were provided portfolios and entered their internships and course work as the 1975 fall semester began. During September and October of 1975, the OEAP University Supervisor visited each OEAP Student and his/her Local Cooperating Administrator at the student's internship site. Students and their Local Cooperating Administrators were oriented to the goals of the OEAP and instructed in the use of the proficiency assessment system which was incorporated into each student's proficiency portfolio. Each student was visited at least once per month during the remainder of the 1975-76 academic year.

Internships continued for an entire school year and all of the participants earned graduate credit for their internship experiences. Interns were expected to spend at least two hours per day engaged in learning experiences related to the 159 Occupational Education Administration competencies. OEAP Students and their respective Local Cooperating Administrators cooperatively maintained the student's Proficiency Portfolio.

Portfolios were regularly inspected by the University Supervisor until satisfactory attainment of at least 90 percent of the one hundred and fifty-nine performances had been accomplished.

Project participants also completed the course requirements established for State of Illinois Level I General Supervisory Endorsement for Certification and three participants earned the Level II endorsement, as well. In addition, all but one participant completed course work in facilities planning and other Master's degree requirements prior to the project's termination in August 1976.

Project participants also engaged in various enrichment activities during the year. OEAP Students served on State of Illinois public school evaluation teams, attended various professional meetings, Department of Adult, Vocational, and Technical Education Subregional meetings and completed orientation sessions at the Division of Vocational and Technical Education's state office.

Five Saturday seminars were conducted during the past year and topics such as completing Division of Vocational and Technical Education forms, developing one and five year plans, updating of portfolios, and funding policies were discussed. Seminars were conducted each week during the summer session.

Project staff members actively assisted in the placement of project participants. A placement letter was sent to all Community College Presidents, Career and Occupational Education Deans, Principals and Superintendents of Southern Illinois public high schools with enrollments greater than 250 students, and all Division of Vocational and Technical Education Regional Directors. Whenever they became available, notices of vacancies in Occupational Education Administrative positions were duplicated and forwarded to project participants and Occupational Education Administration Project graduates. In addition, University Supervisors and Project Staff members personally contacted local superintendents in project participants' behalf, whenever requested to do so.

COOPERATING PERSONNEL

Project Staff

There has been a great deal of continuity among the staff of the Occupational Education Administration Project during the five years of its existence. Dr. Ramp has served as Director and Dr. Parker Assistant Director since the projects inception in 1971. Furthermore, two of the Graduate Assistants have provided project support services for more than two years. A listing of OEAP: Phase IV staff and their respective duties follows:

Director: Dr. Wayne S. Ramp, Professor, Occupational Education. As Director, Dr. Ramp assumed fical and program responsibility for all aspects of the Occupational Education Administration Project: Phase IV.

Assistant Director: Dr. James C. Parker, Associate Professor, Educational Administration. Dr. Parker taught many of the Occupational Education Administration performances, served as liaison between the Department of Vocational Education Studies and Department of Educational Leadership, and developed the affective performance indicators for the 159 Occupational Education Administration competencies.

University Supervisor: Dr. William Mathias, Associate Professor, Educational Administration. Dr. Mathias visited OEAP Students and their Local Cooperating Administrators, monitored Student development of proficiency in the 159 Occupational Education Administration competencies, and assigned internship grades.

Research Assistants: John L. Bradley, Ph.D. Candidate in Occupational Education. Mr. Bradley conducted the indepth evaluation of the Occupational Education Administration Project, handled routine administrative details and wrote the projects final report. Charlotte Ferketich, an M.S. Ed. Student in Occupational

Education, served as office manager and accountant for the Business/Industry Internship for Occupational Teachers Project, EPDA Leadership Development Program, Occupational Education Administration Project, Professional Development Internship Pilot Project and Research and Development Followup Project, all of which were housed in the Leadership Development Project's office. Ms. Karen Flanigan, an M.S. Student in Journalism, edited the final report and an article published in the summer edition of the Occupational Education Quarterly entitled, Helping to Meet Vocational Education's Personnel Development Needs.

Students and Their Local Cooperating Administrators

The Occupational Education Administration Project utilized a tripartite model that brought the administrators of the public schools in which OEAP students served their internships into the educational program as full partners. OEAP staff provided on-campus instruction in those competencies best taught in a simulated setting. Each Local Cooperating Administrator facilitated provision of learning experiences best learned through internship and provided OEAP Interns with day-to-day supervision. The University supervisor served as liaison between OEAP Staff and Local Cooperating Administrators. A list of the OEAP: Phase IV Students and their respective Local Cooperating Administrators follows:

OEAP Student	Local Cooperating Administrator
Leonard E. Alwardt	David McClintock, Superintendent

Nashville Community High School
Nashville, Illinois 62262

Robert Birge	Leslie Purdy, Superintendent

East Richland High School
Olney, Illinois 62450

Helen Crosby Fabbri
James Little, Director of Vocational and Career Education

East St. Louis High School
East St. Louis, Illinois 62201

Collette Nierman
Verlin Lorenz, Principal

Okawville Community High School
Okawville, Illinois 62271

Billy H. Powless
Curt Miller, Vocational Director

Alexander-Pulaski County
Vocational-Technical Cooperative
Tamms, Illinois 62988

Paul R. Scolari
Mrs. Betty Smith, Vocational Director

Herrin Community High School
Herrin, Illinois 62948

Ronald Smith
Gail Barton, Principal

West Frankfort High School
West Frankfort, Illinois 62896

Patrick Stark
William Morgan, Director

Skill Development Center
School of Technical Careers
Southern Illinois University
Carbondale, Illinois 62901

Robert T. Taylor

Ronald Stevenson, Assistant Vocational Director

Sparta High School
Sparta, Illinois 62286

Ronald Wilson

Ed Gieselman, Vocational Director

Mt. Vernon High School
Mt. Vernon, Illinois 62864

Resource Persons

Vocational Education Agency Personnel

Sherwood Dees: Director, Illinois Department of Adult, Vocational, and Technical Education. Mr. Dees, provided guidance and served as host to Occupational Education Administration Project participants during their field trip to the State of Illinois Office of Education.

Bonnie Gillenberg: Director, Illinois Region 6. Ms. Gillenberg assisted Project Staff in selecting project participants and internship sites. She also made two presentations regarding Division of Vocational and Technical Education--Local Education Agency interface in regard to fiscal policy, management and the Three Phase Evaluation System.

Jim Haire: Coordinator, Illinois Education Professions Development Act Program. Mr. Haire coordinated Division of Vocational and Technical Education concerns related to project functions and assisted interns in acquiring an understanding of the depth and breadth of Division of Vocational and Technical Education services available to Local Education Agencies.

Dr. Duane Nielson: Chief United States Office of Education, Education Professions Development Act Programs. Dr. Nielson presented the federal viewpoint on the development of vocational education and discussed the preparation of vocational education leaders.

Southern Illinois University

William K. Appelgate, Occupational Coordinator. Mr. Appelgate served as liaison between Occupational Education Administration

Project Staff and the State of Illinois Division of Vocational and Technical Education.

Elmer J. Clark, Dean, College of Education. Dr. Clark was involved in the Project in a supportive capacity. As Dean, he was involved in the approval of the project participants' graduate programs and provided testimony for approval of State of Illinois Level I General Supervisory Endorsement for Certification for the participants, as stipulated in the proposal. As the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Bill G. Gooch, Coordinator, Occupational Education Programs. The Occupational Education Administration Project is an interdisciplinary Occupational Education and Educational Leadership Project. It was housed in Occupational Education facilities. Accordingly, Dr. Gooch was involved in the project in a supportative role.

Dr. Harry Miller, Chairman, Department of Educational Leadership: Because the Occupational Education Administration Project is an interdisciplinary project involving the Occupational Education Program and Department of Educational Leadership Dr. Miller was involved in the project in a supportative role.

James A. Sullivan, Chairman, Department of Vocational Education Studies: The Occupational Education Program is one component of the Department of Vocational Education Studies. Accordingly, Dr. Sullivan was involved in the Occupational Education Administration Project in a supportive role. Dr. Sullivan served in a liaison capacity for the project to the College of Education and Department of Educational Leadership.

RESULTS AND CONCLUSIONS

Introduction

During 1975-76 the Occupational Education Administration Project (OEAP) was subject of a comprehensive assessment. The purpose of this study was to evaluate the effects of the Occupational Education Administration Project with respect to student achievement and subsequent administrative performance. More specifically, it sought answers to the following five research questions:

1. To what extent had OEAP Alumni gained cognitive and affective proficiency during participation in the project?

2. To what extent had OEAP alumni left the project with cognitive and affective proficiency commensurate with competence?

3. Were any of the following variables associated with a significant difference in the grand median level of cognitive and affective proficiency gained?

   3.1 The method of instruction employed by OEAP Students as they developed cognitive and affective proficiency.
   3.2 Experience of OEAP Students as acting vocational director prior to admission to the OEAP.
   3.3 Possession of vocational or nonvocational degrees by Local Cooperating Administrators.
   3.4 Degree of supervision of OEAP Students by their Local Cooperating Administrators.

4. To what extent did OEAP Alumni Administrators demonstrate organizational maintenance competence?

5. Was instruction by OEAP Staff or industrial consultants in those occupational education administration competencies related to organizational development associated with organizational maintenance proficiency?

Conclusions

It is generally apparent that a great deal of learning did occur during participation in the OEAP and that OEAP Alumni exited the project with substantial cognitive and affective proficiency in the 159 competencies which comprise the Occupational Education Administrator's professional role. Almost 80% of Alumni made significant cognitive and affective gains as OEAP Students, and Alumni exited the project with cognitive and affective competence in approximately 80% of the 159 Occupational Education Administration competencies.

It appeared that academic, practical, and a combination of academic and practical instructional methods were all equally successful instructional media since increased development of cognitive and affective proficiency was not associated with any one instructional method. It is, however, important to exercise some caution in accepting this conclusion because of questions regarding the validity of data underlying it.

Experience as acting vocational director prior to enrollment in the OEAP was associated with a strong tendency for lessened student learning. A possible reason for this phenomenon was that experienced students entered the OEAP with almost the same cognitive and affective proficiency as their nonexperienced colleagues possessed when exiting the program. It thus appears that experienced students benefited much less from participation in the OEAP and needed a special advanced program or mechanism by which they could receive credit for demonstrable proficiency commensurate with competence without taking part in the entire program.

Neither the educational background of an OEAP Alumni's Local Cooperating Administrator, the presence of a Local Cooperating Administrator in a vocational or general administrative position, nor the provision of extensive supervision to an OEAP Intern were associated with increased development of cognitive and affective proficiency. It thus seems probable that the educational background of a Local Cooperating Administrator and the type of administrative position he/she holds are not important considerations when selecting internship sites. There also appears to be no advantage in having more than three hours of Local Cooperating Administrator supervision per week.

An unanticipated phenomenon was observed to be associated with increased development of cognitive proficiency. The six Alumni who developed the most cognitive proficiency were all serving in administrative positions at the time of this study, while such was only true of approximately one-third of the Alumni who developed the least cognitive proficiency. However, it was impossible to determine if this placement came as a result of high proficiency or if high proficiency resulted from the increased motivation likely to be inherent in anticipation of placement.

OEAP Alumni Administrators demonstrated a considerable degree of organizational maintenance competence. Eighty-eight percent of the Alumni Administrators maintained organizational climates at least as open as the climates of their respective schools.

Organizational maintenance proficiency was not associated with who taught these competencies. Since the major difference in the presentation of competencies related to organizational development was the type of person who taught related instruction, it can be concluded that having consultants from industry teach those competencies related to organizational maintenance (as occurred during OEAP: Phase II) resulted in no measurable advantage.

There were five OEAP Alumni who had developed cognitive, affective, and organizational maintenance proficiency. When these five Alumni were compared to a composite average OEAP Alumni, only one significant difference emerged. Competent Alumni had developed cognitive competence in a greater percentage of the 159 occupational education administration competencies than had the average OEAP Alumni. It thus appears that cognitive competence is the component that the comprehensive proficiency assessment system measures best.

The proficiency assessment system appears to function as intended. Generally, rating frequency distributions appeared to approximate normal. Furthermore the proficiency ratings of experienced individuals were higher than the ratings of their nonexperienced colleagues, and raters were able to differentiate between the organizational climates of OEAP Alumni administered organizations and their respective supraorganizations. Furthermore, the logic inherent in separately assessing both cognitive and affective proficiency was borne out by the finding that cognitive and affective proficiency were not significantly correlated with organizational maintenance proficiency. It can be concluded that the proficiency assessment system is a useful and useable evaluative tool as long as it is used with certain constraints in mind.

The cognitive and affective proficiency assessment system did not appear to funciton well in the cases of two Alumni who indicated that they had received no Local Cooperating Administrator supervision. These individuals recorded for themselves two of the highest proficiency levels indicated for any OEAP Alumni despite the improbability that unsupervised students would achieve higher ratings than colleagues who received assistance. The cognitive and affective proficiency assessment system, therefore, probably functions properly only when evaluation is a cooperative student-supervisor effort.

Because the rated organizational climates of the nine smallest Alumni administered organizations were significantly less open than the rated organizational climates of the nine largest Alumni administered organizations, it appears that the organizational climate rating scale may have functioned differently when the number of faculty supervised was small. Until data is available to validate using the scale with small organizations, the climate of a small organization as rated by the organizational climate rating scale should be interpreted with caution.

Finally, the fact that the faculty of the three schools most hesitant to rate the climates of their organizations were employed in schools having internal difficulties or a closed organizational climate may be important. It could be that reluctance of faculty members to make evaluatory statements in regard to the interpersonal environment of their organization serves in itself as an indicator of closed organizational climate.

Implications for Further Research

Like most descriptive research, this study raised more questions than it answered. Further research is needed to resolve questions in the following areas:

1. An empirical comparison of the quality of OEAP Alumni administered programs with matched programs administered by alumni of more traditional vocational education administration programs needs to be conducted. While it has become clear that the OEAP has successfully prepared Occupational Education Administrators, there is no empirical evidence that OEAP Alumni Administrators are more competent than their traditionally prepared colleagues.

2. A preassessment machanism should be developed for granting credit to students for previously developed proficiency. With such an evaluation tool, the on-the-job accomplishments of alumni who have been certified by proficiency test should be compared to the on-the-job accomplishments of individuals who completed entire occupational education administration programs.

3. There needs to be a replication of the component of this study concerned with the association of instructional methodology to student development of cognitive and affective proficiency. Although the results of this study indicated that there was no difference in any one instructional method's relative effectiveness, there was some question as to the validity of the data upon which this conclusion was based and this question is too important to

leave open to doubt. If students learn as well in experiential settings as they do in traditional on-campus classrooms, then there needs to be a reevaluation of the manner in which the majority of occupational education administration programs are currently delivered.

4. The question of how placement as an administrator was related to greater than usual development of cognitive and affective proficiency needs to be answered. If there is an identifiable causative relationship, this knowledge would provide educators with a valuable motivational tool.

5. There is a need for an empirical validation of those components of the proficiency assessment system which have not been fully validated. The inherent logic behind assessing the various components which comprise competent performance has been borne out by this study which found that cognitive and affective learning did not necessarily occur concurrently. It therefore seems reasonable to continue development of the proficiency assessment system so as to establish its value relative to more traditional grading schemes, to identify and validate additional taxonomies as they are needed, and to establish proficiency norms.

6. Further validation of the organizational climate rating scale to ascertain the accuracy with which it enables its users to assess the organizational climate of various sized organizations needs to be achieved. Knowing the conditions under which this instrument functions as designed has the potential to provide administrators with an easily used instrument that will indicate to them whether they need to investigate the interpersonal environment of their organization more closely.

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Appendix A

Occupational Education Administration Project Competency List With Cognitive and Affective Sample Indicators

Occupational Education Administration

Competency List

PROGRAM PLANNING & IMPLEMENTATION: PERFORMANCE AREA 1

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

Occupational Program Planning

1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:

a. prepare a short-range and a long-range program plan for vocational education in the school.

Cognitive sample indicators

Knowledge--select short-range and long-range program plans for his school.
Comprehension--summarize the ingredients needed for short-range and long-range programs.
Application--prepare detailed short-range and long-range programs for his school.

Affective sample indicators

Receiving--accept differences in short-range and long-range program plans.
Responding--complete a short-range and long-range program plan when requested to do so by the appropriate authority.
Valuing--demonstrate belief in the efficacy of short-range and long-range program planning for vocational education.

b. determine the occupations for which training is to be offered in the vocational program.

Cognitive sample indicators

Knowledge--select the appropriate occupations for his vocational program.
Comprehension--explain the reasons for the selection of the curricula offerings.
Application--show why he made his selections of curricula offerings.

Affective sample indicators

Receiving--show awareness of the occupations in the school's service areas.
Responding--compile a list of potential occupations for which preparation could be offered in the school.
Valuing--appreciate the role a pertinent vocational program can play in a school's and a community's life.

c. analyze long-range course needs for the vocational program.

Cognitive sample indicators

Knowledge--describe the long-range needs for vocational education in his school based on standards.
Comprehension--predict the local need for his vocational program and plan a long-range plan to meet this need.
Application--produce a tailor-made program that will meet the long-range needs of the area.

Affective sample indicators

Receiving--show awareness of long-range program and course planning.
Responding--complete an analysis of the long-range program plans to determine which courses best meet plans.
Valuing--appreciate the efficiency program planning and concomitant course matching can bring to a school's program.

d. identify the competencies for entry into an occupation.

Cognitive sample indicators

Knowledge--identify the major competencies that each candidate must possess to succeed in an occupation.
Comprehension--give examples of all the major competencies needed and how they relate to the assignments.
Application--predict the success or failure of the candidate based on his competencies for the assignment as the result of appropriate tests.

Affective sample indicators

Receiving--attend carefully to specific job requirements for occupational entry.
Responding--participate in identifying competencies for particular occupation.
Valuing--show concern that competencies for a particular occupation are meaningful and accurate.

e. secure assistance from staff members in the preparation of the local plan.

Cognitive sample indicators

Knowledge--solicit the aid of his staff in listing all the major ingredients needed for developing the local plan.
Comprehension--rewrite the plan after careful review of the suggestions from the various staff members.
Application--modify the existing plan, or proposed plan, to insure that the local plan meets the needs of the community and is acceptable to the authorities.

Affective sample indicators

Receiving--recognize need for staff members' assistance in program planning.
Responding--ask assistance from staff members in program planning.
Valuing--demonstrate commitment to group involvement in program planning.

f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.

Cognitive sample indicators

Knowledge--outline the findings of the vocational education survey.
Comprehension--convert the results of the survey to a proposed program.
Application--submit the proposed plan to the local administration and predict its workability.

Affective sample indicators

Receiving--show sensitivity to the results of a vocational education survey as they relate to program planning.
Responding--volunteer to draw up a program plan based on a vocational education survey.
Valuing--demonstrate commitment and ego involvement in the plan that was formulated.

g. analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.

Cognitive sample indicators

Knowledge--define in appropriate terms "job market," "student interests","initial cost," and "ongoing cost."
Comprehension--estimate how significant each of the major ingredients is for a successful program in the specialized vocational areas.
Application--prepare a vocational plan that will include the ingredients of job market, student interests, initial cost, and ongoing cost that will indicate success.

Affective sample indicators

Receiving--show awareness of job market, student interests, initial cost, and on-going cost as they relate to specialized vocational programs.
Responding--complete an analysis of pertinent factors as they impact specialized vocational programs.
Valuing--justify a completed analysis of various factors' impact on specialized vocational programs.

h. write general objectives for a vocational education program.

Cognitive sample indicators

Knowledge--identify and define general objectives for a vocational education program.
Comprehension--explain the apparent value of each objective.
Application--modify and prepare final objectives appropriate for a vocational plan.

Affective sample indicators

Receiving--accept general objectives as a facet of vocational program planning.
Responding--comply with an assignment to write general objectives for a vocational program.
Valuing--demonstrate belief in the efficacy of general objectives for effective vocational planning.

i. determine manpower implications for vocational education.

Cognitive sample indicators

Knowledge--list the manpower implications for a vocational program.
Comprehension--summarize the list and explain how each part is essential for the plan.
Application--produce an acceptable manpower utilization plan.

Affective sample indicators

Receiving--locate the sources of manpower information.
Responding--propose maintaining or changing a vocational program based on manpower information.
Valuing--justify program recommendations based on manpower information.

j. verbalize the economic implications for vocational education.

Cognitive sample indicators

Knowledge--state those economic implications affecting a specific vocational program.

Comprehension--explain what those economic implications are that have been stated.
Application--produce and demonstrate the importance of selections by writing a position paper.

Affective sample indicators

Receiving--recite economic implications of program plans for vocational education.
Responding--complete an economic analysis of a specific vocational program.
Valuing--appreciate the implications of program plans for societal economics.

k. secure the services of federal and state agencies for program development.

Cognitive sample indicators

Knowledge--select and interest qualified state and federal officials to help develop a program.
Comprehension--summarize the opinions of the officials who help develop the plan.
Application--modify the suggested plan that developed from outside help and prepare a final draft utilizing the best parts.

Affective sample indicators

Receiving--recognize services that state and federal agencies can provide for program development.
Responding--complete a summary of pertinent state and federal agencies' services available for program development.
Valuing--propose that certain selected state and federal services be used in program development.

l. identify employment trends at the local, state, regional, and national level.

Cognitive sample indicators

Knowledge--list the major employment trends at the various levels.
Comprehension--explain these trends and attempt to predict the outcome.
Application--produce a plan that will use all the major employment trends in a field for the local, state, regional, and national levels.

Affective sample indicators

Receiving--attend to the announcement and/or publication of periodic employment information.

Responding--show interest in discerning employment trends at various governmental levels.
Valuing--appreciate the useful analysis of periodic employment information into employment trends.

m. identify changes in technology and equipment in industry relating to existing vocational programs.

Cognitive sample indicators

Knowledge--define the meaning of changes in technology and equipment in industry.
Comprehension--give examples of changes in technology and equipment in industry relating to his suggested plan.
Application--show how the necessary changes are discovered, created, modified, and produced to fit the needs of a local vocational program.

Affective sample indicators

Receiving--accept identified changes in industrial technology and equipment.
Responding--cite examples of the impact of change on industrial technology and equipment for vocational programs.
Valuing--share personal convictions about the implications of changed industrial technology and equipment for vocational programs.

n. design relevant programs and courses that are reflective of constantly changing occupations.

Cognitive sample indicators

Knowledge--define and outline the relevant programs and courses needed.
Comprehension--explain the choices made.
Application--modify the suggested program and prepare a final draft.

Affective sample indicators

Receiving--recognize changing occupations and the implications of same for vocational programs and courses.
Responding--discuss needed changes in vocational programs and courses as a result of changes in occupations.
Valuing--initiate and justify a draft of revised programs and courses as a result of recognized changes in occupations.

o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.

Cognitive sample indicators

Knowledge--list the purposes sought and state how they related to a specific school system.
Comprehension--reunite the purposes based on the best research on hand.
Application--demonstrate how their purposes relate to a specific school system and show their importance.

Affective sample indicators

Receiving--show sensitivity to the relationship of vocational program purposes to overall instructional plan of the school.
Responding--participate in discussions which are designed to integrate overall school purposes and vocational program purposes.
Valuing--explain the rationale of vocational purposes and overall school purposes.

p. develop programs geared to the disadvantaged and special needs students.

Cognitive sample indicators

Knowledge--define who constitute "disadvantaged and special needs students."
Comprehension--extend his vocational program to include appropriate activities for those disadvantaged.
Application--discover the needs of the disadvantaged through experimental and related research and prepare a program built around these needs.

Affective sample indicators

Receiving--give a definition of disadvantaged and special needs students.
Responding--complete an analysis of programs needed by and geared for disadvantaged and special needs students.
Valuing--show concern for the welfare of disadvantaged and special needs students by proposing programs for these populations.

q. develop and present a program to prospective students and the community which explains the vocational program available to them.

Cognitive sample indicators

Knowledge--list an available program and outline it to students, parents, and other interested persons.
Comprehension--explain the published listing and explain how each phase may be utilized.
Application--produce the final program and predict the utilization.

Affective sample indicators

Receiving--show an awareness of the common problems and questions arising from an interested public concerning the vocational program.
Responding--initiate and direct discussions to insure that all those interested understand scope and detail of existing programs.
Valuing--develop and justify to an interested public a rationale congruent with vocational program listings and utilization.

r. apply the knowledge of state and federal legislation and its impact upon program planning.

Cognitive sample indicators

Knowledge--match what is known in related legislation with a specific local program.
Comprehension--distinguish what is relevant for a locally planned program.
Application--show, by producing achievable objectives, how legislation may be used effectively on the local level.

Affective sample indicators

Receiving--show an awareness of the importance of state and federal legislation.
Responding--demonstrate an interest in integrating appropriate types of state and federal funding available with that of local funding.
Valuing--justify the need for legislative programs for state and national guidance and for possible funding parity in such programs.

1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:

a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

Congitive sample indicators

Knowledge--identify the various sources of aid for program planning purposes.
Comprehension--estimate the sources of the aid he needs in program planning purposes.
Application--produce a finished product of program planning by the use of the various sources of aid.

Affective sample indicators

Receiving--identify the various sources of aid for program planning and show sensitivity to human needs and related social problems.
Responding--show an interest in enlisting sources of out-of-school aid needed in program planning purposes.
Valuing--demonstrate a belief in the importance of out-of-school resources in program planning by developing a plan for utilizing such.

b. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.

Cognitive sample indicators

Knowledge--identify the information available from the local agency.
Comprehension--convert the data into locally usable manpower information.
Application--use the manpower data in relation to manpower trends and needs.

Affective sample indicators

Receiving--show an awareness of information available from the local employment agency.
Responding--select appropriate topics as they relate to the data presented by the U.S. Employment office.
Valuing--appreciate manpower data in relation to manpower trends and needs.

c. identify the role and function of advisory committees and orient committee members to that role and function.

Cognitive sample indicators

Knowledge--define the role and function of the advisory committee.
Comprehension--give examples of how the committee can be oriented to its proper role.
Application--orient the committee to function properly, for example: prepare a guide, organize a meeting, make committee assignments.

Affective sample indicators

Receiving--show awareness of role and function of advisory committees.
Responding--assist and participate in orienting new advisory committee members to their role.
Valuing--demonstrate commitment to advisory committees as a tool for program planning by participating actively in organized meetings.

d. obtain school board authorization for organizing an advisory committee.

Cognitive sample indicators

Knowledge--outline the procedures for obtaining school board authorization.
Comprehension--convert procedures into a usable program of action and justify such authorization.
Application--attain authorization by following the outlined program of action.

Affective sample indicators

Receiving--describe the procedures and guidelines for obtaining school board authorization.
Responding--convert procedures and guidelines into a program of action.
Valuing--initiate school boards authorization by following the outlined program of action.

e. establish the criteria for and select advisory committee members.

Cognitive sample indicators

Knowledge--list the selection criteria that are consistent with school board approval.
Comprehension--explain the criteria used.
Application--select advisory committee members.

Affective sample indicators

Receiving--name the current criteria used in the selection of advisory committee members.
Responding--discuss with interest the characteristics of criteria used.
Valuing--differentiate between appropriate and inappropriate criteria used in advisory committee selection.

f. establish a working relationship with advisory committee members.

Cognitive sample indicators

Knowledge--lists the ingredients for a successful working relationship.
Comprehension--explain how each ingredient works.
Application--works well with advisory committee members, for example, few advisory committee members are inactive.

Affective sample indicators

Receiving--show sensitivity to human needs and social problems as an important ingredient for a successful working relation-

ship.
Responding--discuss how each of the above ingredients work.
Valuing--demonstrate a commitment to effective advisory committee functioning and join the advisory committee members in their work.

g. enlist advisory committee aid for long-range program planning.

Cognitive sample indicators

Knowledge--define the goals of the long-range program plan.
Comprehension--give examples of how the committee can help in achieving the purposes.
Application--demonstrate the proper utilization of the committee by seriously considering acceptance of committee recommendations.

Affective sample indicators

Receiving--identify the goals of a long-range program plan and listen attentively to suggestions.
Responding--discuss and present ways in which the committee can help in long-range program planning.
Valuing--share with the advisory committee the seriousness of long-range program planning and demonstrate good faith by considering and utilizing committee recommendations.

h. use the expertise of the advisory committee in making an analysis of an occupational field.

Cognitive sample indicators

Knowledge--identify the expertise of each member.
Comprehension--generalize the manner in which the expertise of each member contributes to the complete analysis.
Application--show a complete picture of the field by putting the parts together utilizing the collective expertise in assembling the completed occupational analysis.

Affective sample indicators

Receiving--show an awareness of the contributions advisory committee members can make to an occupational analysis.
Responding--label and identify the manner in which the expertise of each member contributes to an analysis.
Valuing--demonstrate a commitment to program planning by joining the committee members in assembling occupational analyses.

i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

Cognitive sample indicators

Knowledge--identify key groups and people from various appropriate groups in occupational opportunities.
Comprehension--rewrite these lists and combine into a comprehensive one assigning these council members to appropriate positions.
Application--demonstrate commitment to the increased opportunities by providing the list and means of utilization.

Affective sample indicators

Receiving--name the key groups and people in occupational areas who can identify a variety of occupational opportunities.
Responding--volunteer to compile a list of key persons and groups who could be enlisted to assist the school.
Valuing--invite key persons and groups to assist the school in identifying occupational opportunities.

Analyzing Operational Programs

1.3 Given an operational occupational education program, the occupational education leader will be able to:

a. develop a procedure for keeping all staff members informed about all vocational programs and courses.

Cognitive sample indicators

Knowledge--list procedures for briefing of staff members.
Comprehension--give examples of actual working procedures to attain the goal, i.e. a procedure for keeping all staff members informed.
Application--apply the working procedures and insure that the vocational programs and courses data are kept current.

Affective sample indicators

Receiving--become familiar with ideas and procedures for briefing staff members about vocational programs and courses.
Responding--assist in formulating procedures for keeping staff members informed.
Valuing--show commitment to informational procedures by justifying, initiating, and using said procedures.

b. provide leadership for redesigning programs and courses as a result of an administrative edict.

Cognitive sample indicators

Knowledge--describe the types of leadership available for revisions of programs and courses.
Comprehension--explain how the goals may be attained by use of selected leadership patterns.

Application--demonstrate leadership programs and courses.

Affective sample indicators

Receiving--be aware of leadership functions necessary for revisions of programs and courses.
Responding--discuss and offer opinions as to how program and course redesign may be attained.
Valuing--demonstrate commitment to redesigned program(s) and course(s) by initiating and leading program and course revisions.

c. schedule staff and facilities for maximum program utilization.

Cognitive sample indicators

Knowledge--list criteria that indicate maximum program utilization.
Comprehension--distinguish scheduling techniques for achieving the criteria.
Application--prepare actual plans and schedules that will achieve maximum program utilization.

Affective sample indicators

Receiving--be aware of criteria that indicate maximum program utilization.
Responding--select scheduling techniques appropriate for schools to achieve program utilization criteria specified.
Valuing--follow selected criteria and scheduling techniques when given the responsibility to schedule staff and facilities.

d. seek agreements with community sources for providing occupational program opportunities.

Cognitive sample indicators

Knowledge--identify additional program opportunities in the community which can help the program.
Comprehension--estimate the time and cost to the community for providing these extra opportunities.
Application--prepare materials acceptable for verbal and/or written agreements with the community in achieving these goals.

Affective sample indicators

Receiving--listen attentively to questions from community persons concerning additional program opportunities and/or show an awareness of additional program opportunities in the community which can help the existing programs.
Responding--develop an estimate of the time, cost involved in additional program opportunities.
Valuing--demonstrate agreement-seeking attitudes and finalize some agreement with community sources.

e. evaluate alternative instructional avenues in terms of benefit vs. cost.

Cognitive sample indicators

Knowledge--identify alternative instructional approaches.
Comprehension--give examples of these instructional approaches.
Application--illustrate the evaluation approach to the problem.

Affective sample indicators

Receiving--accept alternative instructional approaches in terms of cost effectiveness.
Responding--write a brochure of examples of instructional approaches with appended analysis of cost effectiveness.
Valuing--develop a rationale to support and justify the effectiveness that can be derived from given instructional alternatives.

f. build flexibility into the vocational schedule so that students can change their level of training if justified.

Cognitive sample indicators

Knowledge--describe the meaning of flexibility and level of training as they relate to vocational schedules.
Comprehension--generalize how this flexibility will allow change in the level of training for students.
Application--produce actual schedules that improve the flexibility of training.

Affective sample indicators

Receiving--show awareness of the meaning of flexibility and level of training as they relate to vocational schedules.
Responding--participate in discussions of the meaning of flexibility and level of training as they relate to vocational schedules.
Valuing--show concern for the importance of flexibility and level of training as they relate to vocational schedules.

g. identify specific legal limitations affecting vocational students in hazardous occupations.

Cognitive sample indicators

Knowledge--list the sources for legal limitations in this area.
Comprehension--give examples of how courts have operated in these areas.
Application--predict how courts will react and prepare avenues to avoid areas where vocational students are endangered.

Affective sample indicators

Receiving--show awareness of sources for identifying legal limitations.
Responding--participate in discussions of legal limitations affecting vocational students in hazardous occupations.
Valuing--appreciate having knowledge about legal limitations in the vocational area.

h. analyze current and projected instructional needs.

Cognitive sample indicators

Knowledge--identify these needs.
Comprehension--generalize how these needs will change the instructional program from its current status.
Application--show what the current needs are and what they will be in the forseeable future.

Affective sample indicators

Receiving--listen attentively to current and projected instructional needs.
Responding--volunteer to discuss how projected needs will change the instructional program from its current status.
Valuing--demonstrate concern for continuing current needs and projections of instructional needs.

1.4 Given the need to improve instruction and modify program components, the occupational education leader will be able to:

a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.

Cognitive sample indicators

Knowledge--match local program components against state and federal guidelines.
Comprehension--distinguish program components that do not meet state and federal criteria.
Application--prepare an evaluation instrument for assessing program direction in terms of agreed upon criteria.

Affective sample indicators

Receiving--listen attentively to comparisons of local components and state and federal guidelines.
Responding--volunteer for a committee to identify local program components that do not meet state and federal criteria.
Valuing--appreciate evaluation strategies and instruments which assess program in terms of agreed upon local, state, and federal criteria.

b. involve employers and labor representatives when evaluating vocational courses and programs.

Cognitive sample indicators

Knowledge--identify appropriate employers and labor representatives for the task.
Comprehension--explain how employers and labor representatives will function in the evaluation process.
Application--operate an advisory committee composed of employers and labor representatives.

Affective sample indicators

Receiving--show awareness of appropriate employee and labor representatives for the task.
Responding--present and discuss roles employer and labor representatives will play in evaluation process.
Valuing--appreciate the function employees and labor representatives can play evaluating vocational programs and courses.

c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.

Cognitive sample indicators

Knowledge--select students, staff members, administrators and outside agencies to assist in the vocational program.
Comprehension--explain how the evaluation team will be organized.
Application--use students, staff members, administrators, and outside agencies in the evaluation of the program.

Affective sample indicators

Receiving--show sensitivity to involving students, staff members, administrators, and outside agencies in evaluation of vocational program.
Responding--volunteer for discussions to determine how evaluation teams can be organized to involve the program's clientele.
Valuing--demonstrate commitment to using students, staff members, administrators, and outside agencies in the evaluation of the program.

d. develop and implement a procedure for evaluating the total vocational program.

Cognitive sample indicators

Knowledge--describe methods and procedure for evaluating the total program.
Comprehension--explain in detail, giving examples of specific activities, how the program evaluation procedure will be accomplished.

Application--use the evaluation procedures to assess program outcome.

Affective sample indicators

Receiving--listen attentively to methods and procedures for evaluating the total program.
Responding--participate in discussions explaining methods and giving examples of specific activities to accomplish program evaluation.
Valuing--appreciate the evalution procedure which will be used to access program outcomes.

2.1 Given a packet of job descriptions, and other relevant data the occupational leader will be able to:

a. determine sources from which application may be received, i.e., colleges and universities.

Cognitive sample indicators

Knowledge--identify those institutions that provide preparation that meets the legal criteria for certification.
Comprehension--match job descriptions to appropriate sources of educational staff personnel.
Application--prepare a valid list of potential sources of new staff members.

Affective sample indicators

Receiving--name those institutions that provide preparation that meets the legal criteria for certification.
Responding--participate in discussions in which job descriptions are matched to appropriate sources of educational staff personnel.
Valuing--differentiate positive and negative factors among institutions which are potential sources of new staff member.

b. determine alternative sources of employees such as neighboring schools and industry.

Cognitive sample indicators

Knowledge--explain the reason for selecting each of the alternative sources of employees identified.
Comprehension--identify neighboring schools and industrial sources that employ persons with professional experience and preparation commensurate with that needed by your staff.
Application--compile a list of alternative sources of staff employees.

Affective sample indicators

Receiving--listen attentively to the explanation for selecting alternative sources of employees.
Responding--show interest in neighboring schools and industries as sources that employ persons with professional experience or preparation commensurate with that needed by a school staff.
Valuing--shows concern for utilizing alternative sources of staff employees.

2.2 Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:

a. determine which person can meet present instructional needs.

Cognitive sample indicators

Knowledge--identify those tasks a specific instructor must be able to perform.
Comprehension--convert the identified tasks into a series of performance statements that spell out the minimum competency level essential for satisfactory instruction.
Application--write a job description suitable for use in advertising for a new instructional staff member.

Affective sample indicators

Receiving--show sensitivity to those tasks and processes a specific instructor must be able to perform.
Responding--help transpose the identified tasks and processes into a series of performance statements.
Valuing--appreciate a well written job description used in selecting a new instructional staff member.

b. predict candidate ability to meet future instructional needs.

Cognitive sample indicators

Knowledge--identify those tasks a specific instructor will need to be able to perform in light of probable changes likely to occur in the future.
Comprehension--convert the identified tasks into a series of performance statements that spell out the minimum competency level that will be essential for satisfactory instruction in light of probable changes likely to occur in the future.
Application--add the performance statements identified as being essential to allow for future change to the job description written for objective 2.2a.

Affective sample indicators

Receiving--attend closely to those tasks and processes a specific instructor will need to be able to perform in light of

changes likely to occur in the future.
Responding--assist in identifying tasks and processes to be converted into a series of performance statements for alternative futures.
Valuing--appreciate the uncertainties of the future as well as predictions of candidate ability.

c. determine the stability of the candidate, and the likelihood of providing stability to the staff.

Cognitive sample indicators

Knowledge--select that data found on credentials that is likely to serve as an indicator of applicant stability.
Comprehension--explain why each item selected as a stability indicator has been chosen.
Application--rank applicants in order of their likelihood of being stable and providing stability to the staff by comparing their credentials.

Affective sample indicators

Receiving--attend closely to the data found on credentials that is likely to serve as an indicator of applicant stability.
Responding--show interest in the explanation of why each item selected as stability indicator has been chosen.
Valuing--show concern for the ranked order of the applicants as to their likelihood of being stable and providing stability to the staff.

2.3 Given training in the interview process the occupational education leader will be able to:

a. determine an applicant's perception of his role as an instructor.

Cognitive sample indicators

Knowledge--define the applicant's philosophy of education as it specifically pertains to instruction.
Comprehension--predict the effect of different philosophies of education on instruction.
Application--relate the applicant's instructional philosophy to that of a specific institution.

Affective sample indicators

Receiving--listen attentively to the applicant's philosophy of education as it specifically pertains to instruction.
Responding--enjoy helping applicants clarify their perceptions to the instructional role.
Valuing--appreciate correlation of the applicant's instructional philosophy to that of a specific instructional area.

b. depict the instructional responsibility of an open position.

Cognitive sample indicators

Knowledge--identify instructional and all other duties considered to be part of an open position.
Comprehension--explain the implications of the assigned duties.
Application--prepare a presentation that illustrates the pertinent aspects of an open position.

Affective sample indicators

Receiving--show sensitivity to instructional and other duties considered to be part of an open position.
Responding--volunteer an explanation of the implications of instructional duties.
Valuing--appreciate a presentation that illustrates the pertinent aspects of an open position.

c. assess an applicant's attitude toward himself during the interview.

Cognitive sample indicators

Knowledge--identify those aspects of self concept that are likely to affect performance as an instructor at a specific school.
Comprehension--construct questions, the answers to which will assist in identification of essential self concept characteristics.
Application--question the applicant.

Affective sample indicators

Receiving--show sensitivity toward those aspects of self-concept that are likely to affect performance as an instructor at a specific school.
Responding--enjoy posing questions and answers which will assist in identification of self-concept characteristics.
Valuing--demonstrate a positive attitude toward himself and toward the applicant during the interview.

d. evaluate the feelings of the applicant about the importance of the position he seeks.

Cognitive sample indicators

Knowledge--identify indicators that will provide clues about the importance that an applicant assigns to a position he seeks.
Comprehension--construct questions designed to elicit applicant responses that incorporate indicators of the importance which he places upon the position he seeks.

Application--conduct an actual or simulated interview that employs the questions developed to identify applicant feelings about the importance of the position he seeks.

Affective sample indicators

Receiving--show sensitivity toward indicators that will provide clues about the importance that an applicant assigns to a position he seeks.
Responding--volunteer to aid in constructing to elicit responses that indicate the importance an applicant places upon the positicn he/she seeks.
Valuing--demonstrate a positive attitude toward an interview that employs the questions developed to identify applicant feelings about the importance of the position he/she seeks.

2.4 After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:

a. choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.

Cognitive sample indicators

Knowledge--describe the temperament, academic preparation, the professional attitude that will best suit a specific position.
Comprehension--explain why the temperament, academic preparation, and professional attitude described are best suited to the position selected.
Application--match characteristics that will be needed by a new staff member who fills the selected position.

Affective sample indicators

Receiving--show an awareness of the various background and professional attitudes which the applicant brings to the position.
Responding--display a willingness to survey the temperament of the applicant and the climate of the system to best suit the individual and the system.
Valuing--specify the characteristics that an individual must display in order to mesh into the desired school system climate.

b. hire paraprofessional staff members.

Cognitive sample indicators

Knowledge--outline the steps in the process one must follow in order to hire a new staff member.
Comprehension--convert each step of the hiring process into a short written procedure statement.
Application--demonstrate use of the written procedure by hiring an actual or simulated new staff member.

Affective sample indicators

Receiving--show awareness of the steps involved in the process one must follow in order to hire a paraprofessional staff member.
Responding--participate in the writing of procedure statements for the hiring process.
Valuing--assist in the hiring process using the approved written procedures.

3.1 Given a group of new staff members the occupational education leader will be able to:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.

Cognitive sample indicators

Knowledge--identify job and community dimensions which a new employee needs to know.
Comprehension--convert information new employees need to know into an orientation procedure and written orientation guide for new employees.
Application--conduct the orientation of new or simulated new employee.

Affective sample indicators

Receiving--show sensitivity to the social dimensions of the job and the community which a new employee will need to know.
Responding--indicate a willingness to help staff members to identify and begin to adjust to the school and community.
Valuing--demonstrate a belief in and a need for an orientation process for all new employees.

b. assist new staff members to understand the policies and regulations of the new institution.

Congitive sample indicators

Knowledge--secure copies of the employing institutions policies and regulations.
Comprehension--justify the employing institution policies and regulations.
Application--relate to a new employee so that the new employee will be able to explain institutional rules and regulations in light of his own circumstances.

Affective sample indicators

Receiving--show awarenss of the importance of an employing institutions policies and regulations.

Responding--show willingness to participate with a new employee(s) in a review of the school's policy handbook.
Valuing--demonstrate concern that a new employee understand institutional rules and regulations in light of the employee's own circumstances.

3.2 Given staff needs, individual staff characteristics, a description of the education environment and its budget, the occupational education leader will be able to:

a. provide in-service training to serve individual needs of those being trained.

Cognitive sample indicators

Knowledge--identify those staff needs that can only be met through individualized in-service education.
Comprehension--match individual learning needs to appropriate learning activities.
Application--initiate an actual or simulated individualized in-service education program.

Affective sample indicators

Receiving--accept the importance of identifying those staff needs that can only be met through individualized in-service training.
Responding--discuss the desireability of matching individual staff needs to appropriate learning activities in an in-service program.
Valuing--demonstrate an appreciation for satisfying staff needs through an in-service education program.

b. develop and implement an in-service program for all staff members with special activities for beginning teachers.

Cognitive sample indicators

Knowledge--identify the needs of new and continuing staff that can be met through an in-service education program.
Comprehension--match staff needs with appropriate learning activities.
Application--operate an actual or simulated in-service program for all staff members with special activities for beginning teachers.

Affective sample indicators

Receiving--identify those needs of new and continuing staff that can be met through an in-service education program.
Responding--spend time determining what learning activities staff members need and matching them to appropriate learning activities.

Valuing--assist in implementing in-service programs for all staff members with special activities for beginning teachers.

c. promote among staff members the desire for constructive interrelationships with students.

Cognitive sample indicators

Knowledge--describe the characteristics of constructive staff-student relationships.
Comprehension--give examples of constructive staff-student relationships developed by specific teachers.
Application--demonstrate commitment to developing a specific plan that will result in the provision positive reinforcement to those staff members who do so.

Affective sample indicators

Receiving--show a sensitivity to and an awareness of the characteristics necessary for constructive staff-student relationships.
Responding--select specific examples which demonstrate constructive student-staff relationships.
Valuing--demonstrate a belief in the benefits received from developing a specific plan that results in positive reinforcement to staff members who develop constructive relationships.

d. encourage staff members to pursue academic and work experience to develop or update skills.

Cognitive sample indicators

Knowledge--identify the categories of performance that are essential for effective occupational instruction.
Comprehension--explain the need for competency in each of the essential performance areas.
Application--propose practical means of providing psychological and concrete incentives to those staff members who actively pursue academic and work experience to develop or update skills.

Affective sample indicators

Receiving--show sensitivity to the importance of establishing categories of performance that are essential for effective occupational instruction.
Responding--complete a list which explains and illustrates the need for competency in each of the essential performance areas.
Valuing--demonstrate belief in providing psychological and concrete incentives to those staff members who actively pusue academic and work experience to develop and update skills.

e. explain to staff members in an objective manner where they are most qualified and where they are most lacking.

Cognitive sample indicators

Knowledge--identify means of providing positive and negative feedback regarding staff performance.
Comprehension--explain how such feedback can be provided in a nonthreatening manner.
Application--provide actual or simulated staff with positive and negative feedback as to where they are most qualified and where they are most lacking in a nonthreatening manner.

Affective sample indicators

Receiving--show awareness that objective instruments exist which allow staff members a self-analysis opportunity or instruments which would provide supervisors with evaluation techniques.
Responding--display a willingness to both provide and solicit evaluation(s) feedback in a non-threatening manner.
Valuing--demonstrate an appreciation of and a committment to providing staff with positive and negative feedback which illustrates the useful and non-useful characteristics of staff members.

f. plans with staff members for their continued professional growth through specific academic and nonacademic experiences.

Cognitive sample indicators

Knowledge--help a staff member identify the specific academic and nonacademic experiences needed for continued professional growth.
Comprehension--give examples of means of obtaining the needed experiences.
Application--plan with a staff member for their continued professional growth through specific academic and nonacademic growth.

Affective sample indicators

Receiving--show sensitivity to the importance of aiding staff members in identifying the specific academic and non-academic experiences needed for continued professional growth.
Responding--complete a chart which indicates growth landmarks which would assist staff members in meeting the needed experiences.
Valuing--demonstrate a commitment to aiding individual staff members in planning for their continued professional growth through specific academic and non-academic experiences.

3.3 Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:

a. identify factors which provide staff members with job satisfaction and dissatisfaction.

Cognitive sample indicators

Knowledge--describe the factors that provide an employee with job satisfaction and dissatisfaction.
Comprehension--explain how each of the identified factors exists within a specific school setting.
Application--identify the factors which have a significant influence on job satisfaction and dissatisfaction within a specific school setting.

Affective sample indicators

Receiving--show an awareness of the existence of factors that provide an employee with job satisfaction and dissatisfaction.
Responding--display a willingness to participate in a school committee created to explain how these identified factors exist in a school setting.
Valuing--demonstrate a concern and appreciation for the need to identify those factors which influence job satisfaction and dissatisfaction within a specific school setting.

b. state legal requirements for dismissal or failure to grant tenure to a staff member.

Cognitive sample indicators

Knowledge--identify the specific sections, within your official state school code, that pertains to dismissal or failure to grant tenure to a staff member.
Comprehension--explain how the provisions stated in the school code have been applied in common court cases.
Application--state the legal requirements for dismissal or failure to grant tenure to a staff member that apply in a specific school setting.

Affective sample indicators

Receiving--show awareness of the importance of identifying the specific sections of the school code which pertain to dismissal or failure to grant tenure to staff members.
Responding--discuss with new staff members provisions of the school code which relate to tenure and dismissal and how those provisions have been applied in the state and/or federal court structure.
Valuing--display a sincere committment to describing the legal requirements for dismissal of or failure to grant tenure to a

staff member in a specific school setting.

c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

Cognitive sample indicators

Knowledge--in a tactful yet unmistakable way inform an actual or simulated person that he is in danger of being dismissed and identify the causes for dismissal.
Comprehension--give examples of how you would use the means identified in a specific situation and outline the steps one might take to avoid dismissal for the causes identified.
Application--inform a person that he is in danger of being dismissed and describe to him the steps he might take to avoid dismissal.

Affective sample indicators

Receiving--attend carefully to those elements related to a staff member's performance which may lead to dismissal.
Responding--discuss with a staff member specific steps one might take to avoid dismissal for causes identified.
Valuing--demonstrate a committment to procedures established for informing a person of potential dismissal and the steps he/she might take to avoid dismissal.

d. inform a person who is not to be rehired of specific, concrete reasons for his dismissal.

Cognitive sample indicators

Knowledge--state the actions for which a staff member may be dismissed.
Comprehension--convert the stated reasons for dismissal into specific and concrete written statements.
Application--use the specific and concrete statements to inform a person or simulated person who is not to be rehired of the reasons for his dismissal.

Affective sample indicators

Receiving--listen to the criteria that are applicable in dismissing a person.
Responding--complete and present to a staff member specific reasons for dismissal.
Valuing--show concern for and commitment to reporting to a staff member specific, concrete reasons for his/her not being rehired by a district.

e. criticize a staff member without stripping him of his dignity.

Cognitive sample indicators

Knowledge--describe several nondestructive means of giving constructive criticism.
Comprehension--explain how the methods of providing constructive criticism can successfully be used with specific individuals.
Application--demonstrate commitment to the preservation of human dignity by using the methods of constructive criticism described to criticize an actual or simulated staff member in a humane manner.

Affective sample indicators

Receiving--show sensitivity to the importance of using nondestructive means of giving constructive criticism.
Responding--display an interest in identifying methods of constuctively criticizing specific individuals.
Valuing--be committed to the preservation of human dignity by using the methods of constructive, humane criticism with a staff member.

f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.

Cognitive sample indicators

Knowledge--list the legal guidelines within which one must operate when supplying references on a dismissed employee to a potential employer.
Comprehension--paraphrase, in an objective and legal manner, the reasons for which an employee was dismissed.
Application--use the paraphrased reasons to provide a potential employer of a dismissed staff member with an objective account of the reason the former employee was dismissed.

Affective sample indicators

Receiving--show awareness of the legal and professional guidelines within which one must operate when supplying references on a dismissed employee to a potential employer.
Responding--report reasons for which an employee was dismissed in an objective and legal manner using paraphrased reasons.
Valuing--demonstrate objectivity and candor in a fair and legal manner to a potential employer when paraphrasing reasons for dismissal of a staff member.

g. determine staff members' interests before establishing an inservice training program.

Cognitive sample indicators

Knowledge--identify the perceived needs for in-service training of educational staff members.
Comprehension--estimate a specific staff member's perceived needs for in-service training.
Application--propose an in-service training program which you believe will meet specific staff members needs while being ready to modify your plan in order to better bring it in line with staff members' interest should the need arise.

Affective sample indicators

Receiving--show an awareness of staff members' interests.
Responding--seek out the specific interests of his/her staff members.
Valuing--appreciate the interest of individual staff members as a basis for an in-service program.

h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

Cognitive sample indicators

Knowledge--identify the viewpoints of staff members on some controversial aspect of an existing or proposed program.
Comprehension--convert the various viewpoints into objective statements that express the opinion of the various staff members.
Application--describe ways in which decisions that are likely to create divergent staff member viewpoints can be made without causing loss of staff morale.

Affective sample indicators

Receiving--be sensitive to the various viewpoints of his/her staff members which are conflicting.
Responding--show an interest in resolving the conflicts.
Valuing--demonstrate problem-management and problem-solving attitudes toward his/her staff members and their conflicts.

i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

Cognitive sample indicators

Knowledge--describe ways in which teachers can cooperate with other disciplines so as to broaden the learning experiences.
Comprehension--convert the selected means of cooperation into statements of practical application.
Application--propose the initiation of the cooperation procedures which you have selected.

Affective sample indicators

Receiving--realize the importance of cooperation with other disciplines to provide a broader experience for students.
Responding--volunteer to cooperate with other disciplines to provide broader experiences for students.
Valuing--support to interdisciplinary cooperation for the benefit of students.

j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.

Cognitive sample indicators

Knowledge--list the factors which affect the climate in which inquiries are interpreted by colleagues and support personnel.
Comprehension--give examples of ways to alter the climate in which inquiries are interpeted by colleagues and support personnel.
Application--initiate a procedure designed to create a climate in which staff members believe their inquiries are welcomed.

Affective sample indicators

Receiving--listen attentively to questions and comments directed toward himself/herself.
Responding--Applaud inquiries from colleagues.
Valuing--show in a supportive climate concern for staff members' desire to learn through inquiry.

k. explain the position(s) of adminsitrative bodies to staff members who resent or disagree with the position(s) taken.

Cognitive sample indicators

Knowledge--outline the position(s) that staff members resent or disagree with.
Comprehension--give examples that illustrate the reasons for the position(s) that staff members resent or disagree with.
Application--justify the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

Affective sample indicators

Receiving--show an awareness of the reasoning behind administrative action and its effect upon the staff.
Responding--participate willingly in discussions of positions taken by administrators.
Valuing--demonstrate belief in the professionally defensible positions taken by administrators.

4.1 Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:

a. identify methods of securing assistance from your staff in problems arising in program operation.

Cognitive sample indicators

Knowledge--list techniques for securing staff assistance concerning program operation, e.g., personal interview, written opinionnaire, suggestions box.
Comprehension--estimate the effectiveness of identified techniques for securing staff assistance.
Application--apply technique chosen to assess effectiveness.

Affective sample indicators

Receiving--show sensitivity to the needs and feelings of his/her staff with regard to scheduling.
Responding--show interest in providing for needs of his/her staff as he/she secures their assistance.
Valuing--be appreciateive of his/her staff's assistance in efforts to operate the programs.

b. provide a safe, healthful environment which is conducive to staff members work.

Cognitive sample indicators

Knowledge--identify local, state, and federal standards which affect the workplace.
Comprehension--extend standards to include an assessment of perceived local environmental deficiencies.
Application--demonstrate his (affective) commitments to a safe, healthful environment by pointing out workplace deficiencies and proposing necessary remedies.

Affective sample indicators

Receiving--show awareness of the need for a safe, healthful environment
Responding--be willing to make changes necessary to provide a good environment.
Valuing--share concern for the welfare of staff members.

c. balance work loads of staff members.

Cognitive sample indicators

Knowledge--outline control impinging upon staff work loads (e.g., school board policies, contract provisions) and describe individual staff members job interests and targets.
Comprehension--estimate individually and collectively the time requirements of each aspect of the staff members job.
Application--demonstrate to the satisfaction of the staff members involved that the staff loads are balanced and make public

in writing the job assignments.

Affective sample indicators

Receiving--be sensitive to the need for balanced work loads of staff members.
Responding--participate in the task of balancing of work loads for staff members.
Valuing--demonstrate a problem-solving attitude regarding balanced work loads.

d. utilize effective scheduling of staff members and facilities to afford maximum benefits.

Cognitive sample indicators

Knowledge--state his own personal and the local school district's standards concerning maximum benefits, e.g., cost-benefit data.
Comprehension--estimate potential output from staff and usage of facilities.
Application--compute least cost-maximum benefit ratio based on objective (organizational) and subjective (human) factors.

Affective sample indicators

Receiving--listen to the benefits of effective scheduling.
Responding--practice the development of the best possible schedule for staff members.
Valuing--appreciate the role of effective scheduling in producing positive results from staff efforts.

4.2 Given information on student teaching, policies, regulations, and institutional objectives, the occupational education leader will be able to:

a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

Cognitive sample indicators

Knowledge--identify applicable policies and regulations of the institutions(s) which have student teachers in the local system and applicable policies and regulations of the local system.
Comprehension--convert internal and external policies and regulations into a workable student teaching policy handbook.
Application--produce for supervising teachers' use student teaching handbook and demonstrate its use.

Affective sample indicators

Receiving--be aware of the policies, regulations and institu-

tional objectives regarding student teachers.
Responding--volunteer to assist staff members in supervision of student teachers.
Valuing--to be committed to improvement of the supervision of student teachers.

b. evaluate classroom instruction of the student teacher based on stated goals within the framework of the philosophy and goals of the institutions.

Cognitive sample indicators

Knowledge--identify philosophy and goals of the institution and the instructional goals of occupational programs.
Comprehension--infer appropriate processes and outcomes from philosophy and goals.
Application--identify processes and outcomes actually being achieved by supervising teachers and student teachers.

Affective sample indicators

Receiving--attend closely to the classroom instructional practices of the student teachers.
Responding--be interested in the processes and outcomes of occupational student teaching programs.
Valuing--demonstrate commitment to providing philosophies and goals for the program which can be met successfully.

c. identify performance standards for each task in an occupation with the staff members training students for that occupation.

Cognitive sample indicators

Knowledge--list techniques and sources for analyzing tasks of various occupations.
Comprehension--summarize essential tasks in each occupational area for which the system is preparing prospective teachers.
Application--prepare these summaries for use by teachers and student teachers.

Affective sample indicators

Receiving--accept the importance of identifying performance standard for tasks which students are expected to complete.
Responding--be interested in determining which tasks are most essential.
Valuing--show concern for informing teachers and student teachers of the tasks and processes which are considered essential.

4.3 Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:

a. recruit businessmen, professionals, and technicians as resource persons for vocational classes.

Cognitive sample indicators

Knowledge--identify occupational clusters as a basis for forming advisory committees and potentially available committee members.
Comprehension--convert need for advisory committees in various occupational clusters and potential committee members into a proposal for board of education approval.
Application--recruit appropriate personnel for approved advisory committees.

Affective sample indicators

Receiving--show awareness of the usefulness of businessmen, professionals and technicians as resource persons for vocational classes.
Responding--assist in the finding of local resource people.
Valuing--appreciate the role of advisory committees in the improvement of vocational programs.

b. establish working relationships with advisory committee members.

Cognitive sample indicators

Knowledge--state basis for effective advisory committee/ occupational education leader relationships.
Comprehension--generalize basis for effective relationships to specific advisory committees and committee members.
Application--work and operate effectively with advisory committee members.

Affective sample indicators

Receiving--accept the input of advisory committee members.
Responding--cooperate with advisory committee members.
Valuing--appreciate the role of individuals on the advisory committees.

c. supervise the advisory committee in conducting a vocational education survey.

Cognitive sample indicators

Knowledge--define available survey techniques to advisory committee.
Comprehension--explain applicability of a given technique to a particular survey and give examples of its use.
Application--use selected survey techniques with advisory committee in conducting a vocational education survey.

Affective sample indicators

Receiving--listen attentively to the need for a vocational education survey.
Responding--enjoy helping a committee to conduct a survey.
Valuing--explain and justify the importance of a successful survey.

d. indicate resource persons who can provide consultation service to the advisory committee.

Cognitive sample indicators

Knowledge--identify advisory committee's function and list knowledgeable consultants for each of the functions listed.
Comprehension--explain contributions a consultant could make to an advisory committee.
Application--produce a list of consultants and their services for an advisory committee.

Affective sample indicators

Receiving--be aware of resource persons who can serve the advisory committee as consultants.
Responding--volunteer to help the committee secure these consultants.
Valuing--demonstrate commitment to the work of the advisory committee.

e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.

Cognitive sample indicators

Knowledge--select with advisory committee chairman's advise and consent the time, place, and agenda of a meeting.
Comprehension--explain time, place, and agenda choice for a meeting.
Application--communicate in writing time, place, and agenda choices to all persons concerned.

Affective sample indicators

Receiving--describe to supervisor, the advisory committee chairman's feelings as to the time, place and agenda of a meeting.
Responding--discuss with supervisor his/her own feelings and the feelings of the advisory committee's chairman regarding meeting plans.
Valuing--share ideas for proposed meeting with all concerned persons and request feedback on proposed plans.

f. collect occupational data from employers to identify vocational education needs.

Cognitive sample indicators

Knowledge--list sources of occupational data and identify employment manpower needs of the larger community.
Comprehension--interpret data available from pertinent sources, e.g., Department of Labor, student surveys, etc.
Application--estimate need for vocational programs based on occupational manpower information and student interest.

Affective sample indicators

Receiving--select occupational data that shows sensitivity to human needs and social problems by identifying employment needs of the community.
Responding--discuss how the available data relate to the psychological needs of individuals and vocational education needs of the community.
Valuing--show concern for the welfare of others by establishing vocational programs based on occupational manpower information and student interest.

4.4 Given a knowledge of special reports, data collection and educational surveys, the occupational leader will be able to:

a. organize reports into a concise form so that only the data related to the subject of the report is printed.

Cognitive sample indicators

Knowledge--match subject of report with supporting data.
Comprehension--interpret relevance of data to report subject through charts, graphs, tables, and written materials.
Application--manipulate data and interpretations with a concise written report.

Affective sample indicators

Receiving--show awareness in matching subject of report with supporting data.
Responding--present relevance of data to report subject through charts, graphs, tables, and written material.
Valuing--interpret data in order to form a concise written report.

b. accumulate data of vocational reports required by the state department of education.

Cognitive sample indicators

Knowledge--list data required on current report forms.
Comprehension--generalize the importance and implications of data required for current reports and possible other reports.
Application--prepare data that current report forms require in an accessible file.

Affective sample indicators

Receiving--accept the importance of data required on current report forms.
Responding--study the importance and implications of data required for current reports and possible other reports.

Valuing--initiate in an accessible file a data retrieval system that current report forms require.

c. obtain administrative approval for a vocational education survey.

Cognitive sample indicators

Knowledge--outline proper route for obtaining administrative approval.
Comprehension--explain to administrators at various levels the need for a vocational education.
Application--modify survey based on purposeful administrative suggestions and procure the necessary administrative approval.

Affective sample indicators

Receiving--accept proper route for obtaining administrative approval.
Responding--discuss with other administrators at various levels the need for vocational education surveys.
Valuing--invite and utilize administrative suggestions on the modifying of a survey to gain its approval.

d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

Cognitive sample indicators

Knowledge--describe the characteristics of an efficient and effective vocational follow-up instrument.
Comprehension--extend the generalization above (knowledge level) to instrument being prepared.
Application--change instrument being prepared so that it conforms to the criteria for an efficient and effective follow-up instrument.

Affective sample indicators

Receiving--identify the characteristics of an efficient and effective vocational follow-up instrument.
Responding--discuss generalizations above (e.g., receiving level above) in relation to instrument being prepared.

Valuing--initiate changes in the instrument so that it follows the criteria for an efficient and effective follow-up instrument.

4.5 Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:

a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

Cognitive sample indicators

Knowledge--reproduce all applicable legal and rating agency standards for workplace safety.
Comprehension--convert the standards into a workable safety program.
Application--communicate and use the safety program in vocational education places of instruction.

Affective sample indicators

Receiving--describe the importance of an adequate safety program to parents and participants enrolled in a vocational program.
Responding--assist personnel in programs to establish safety standards in a workable safety program.
Valuing--appreciate the place of a safety program in vocational education instruction.

b. adapt existing instructional programs to students with special needs.

Cognitive sample indicators

Knowledge--identify through survey of cumulative records, teacher recommendations, student comments, and other sources those special needs students.
Comprehension--summarize the needs of the students and translate these into programs.
Application--modify curricula and instructional programs to accomodate the special needs students.

Affective sample indicators

Receiving--observe students with special social, emotional, educational and/or physical needs before examining the cumulative folder.
Responding--participate in translating programs to fit special need students.
Valuing--demonstrate commitment to modifying curricula and instructional programs to accomodate special needs students.

4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:

a. evaluate content and time allotted for present courses and programs.

Cognitive sample indicators

Knowledge--match complexity of courses and programs with assumed time requirements for teaching--daily, weekly, monthly, quarterly, yearly.
Comprehension--convert each occupational area taught into proposed instructional segments, courses, sequences, etc.
Application--compare proposed teaching time requirements with actual time allocated in the schedule.

Affective sample indicators

Receiving--show awareness of program complexity in relation to time requirements for teaching.
Responding--help others by discussing the occupational areas taught, proposed instructional segments, courses, sequences.
Valuing--explain and justify for the benefit of others proposed teaching time requirements with actual time allocated in the schedule.

5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:

a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

Cognitive sample indicators

Knowledge--identify the responsibilities desired of staff members.
Comprehension--explain why specific individuals are capable and willing to accept responsibility.
Application--list those specific staff members who are capable and willing to accept responsibility.

Affective sample indicators

Receiving--show awareness of the responsibilities desired of staff members.
Responding--select those individuals capable and willing to accept responsibility.
Valuing--justify the selection of specific staff members who are capable and willing to accept responsibility.

b. incorporate controversial issues when making a decision on one particular issue.

Congitive sample indicators

Knowledge--outline how to incorporate controversial issues as ingredients in decision making.
Comprehension--explain the significance of each ingredient.
Application--predict how incorporation of controversial issues will affect the final outcomes.

Affective sample indicators

Receiving--show awareness of controversial issues as an ingredient in decision making.
Responding--interpret the influence of emotions on each ingredient of the controversial issue.
Valuing--demonstrate concern for the influence of emotions on the final outcome of a controversy.

c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

Cognitive sample indicators

Knowledge--state how to utilize the skills of staff members in solving these problems.
Comprehension--give examples how to utilize staff members' skills and how to give the proper credit.
Application--solve problems relating to effective working relationships by fact and by trial and error.

Affective sample indicators

Receiving--identify problem by utilizing skills of staff members.
Responding--assess skills of individual staff members in relation to their assistance in solving specific problems.
Valuing--appreciate the role of effective working relationships relating to problem solving.

d. establish an effective chain of command with a responsible supervisor at each level.

Cognitive sample indicators

Knowledge--draw an organizational chart that reflects the organizational pattern of a specific school.
Comprehension--distinguish how each billet functions in the organization outlined.
Application--operate an effective chain of command with responsible supervision at each level.

Affective sample indicators

Receiving--accept an organization chart that reflects the organizational pattern of a school.
Responding--discuss the function of each billet in an organization outline.
Valuing--explain why it is important to operate an effective chain of command with responsible supervision at each level.

e. keep staff members clearly informed as to what is expected of them.

Cognitive sample indicators

Knowledge--identify the duties and responsibilities of vocational education staff.
Comprehension--explain the information needs of each billet.
Application--outline a means of insuring that each staff member has the information necessary to function.

Affective sample indicators

Receiving--describe duties and responsibilities in such a was that the role incumbent will maintain a positive self concept.
Responding--discuss in detail information needed by staff members.
Valuing--invite suggestinons from staff members that insure a more effective communication procedure.

f. inform staff members of the accepted methods to be used in the resolution of grievances.

Cognitive sample indicators

Knowledge--list means of settling grievances.
Comprehension--explain how the process works.
Application--demonstrate the resolution of an actual or simulated grievance.

Affective sample indicators

Receiving--show sensitivity to human needs in settling grievances.
Responding--discuss in groups how grievances resolution processes work.
Valuing--follow instituted policies to resolve grievances.

g. settle grievances quickly after listening to all issues and positions.

Cognitive sample indicators

Knowledge--outline a grievances procedure.
Comprehension--explain how the procedure works.
Application--settle actual or simulated grievance.

Affective sample indicators

Receiving--identify grievance procedures.
Responding--help staff members clarify issues and positions in grievances.
Valuing--show concern for the welfare of concerned parties by attempting to settle grievances quickly.

h. secure maximum performance from staff members.

Cognitive sample indicators

Knowledge--list habits to follow in securing the most efficient performance from the staff.
Comprehension--explain how to achieve the maximum performance from his staff.
Application--use the procedures describe to motivate staff.

Affective sample indicators

Receiving--develop awareness of the importance of having a productive staff.
Responding--show interest in having maximum performance of staff.
Valuing--appreciate the work of staff members and compliment them on continued improvements in performance.

i. assist staff members in defining goals, task, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

Cognitive sample indicators

Knowledge--identify the goals, tasks, and purposes of developing new approaches to instruction.

Comprehension--defend his selection.
Application--prepare team teaching and modular scheduling that gives the members an improved new program.

Affective sample indicators

Receiving--show awareness of the importance of human needs and of job targets as they relate to the improvement of instruction.
Responding--participate voluntarily in activities designed to devise and locate methods and materials to implement new teaching approaches.
Valuing--appreciate the need for systematic planning and coordinated implementation of new and innovative teaching approaches.

5.2 Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:

a. appraise the value of general education to vocational education.

Cognitive sample indicators

Knowledge--define general education.
Comprehension--explain the various schools of thought in general education.
Application--show how general education relates to vocational students and study how to use data.

Affective sample indicators

Receiving--follow developments in general education as an important career development resource.
Responding--participate actively in programs that connect the benefits of general education and vocational education.
Valuing--explain and justify general education as it applies to vocational students.

b. appraise the value of various testing methods as a basis for counseling students.

Cognitive sample indicators

Knowledge--list the major testing methods for counseling students.
Comprehension--predict the value of testing methods as a basis for counseling students.
Application--illustrate the validity of various testing methods as a basis for counseling students.

Affective sample indicators

Receiving--show awareness of many testing methods for counseling students.
Responding--show interest and enthusiasm for ascertaining the value of testing methods as a basis for counseling students.
Valuing--differentiate with counselors uses of testing methods as a career development resource for students.

c. evaluate programs on the basis of the progression of student behavior toward established goals.

Cognitive sample indicators

Knowledge--list the suggested goals of the various programs under consideration.
Comprehension--give examples of how to evaluate these goals.
Application--predict the outcome of the evaluation based on recognized measurement.

Affective sample indicators

Receiving--perceive cultural differences, human needs, etc., and the resulting individual attitudes.
Responding--participate in activities designed to help students establish and progress toward personal goals.
Valuing--appreciate the role of process and goal development in helping persons move toward competent behavior.

d. determine the reasons students drop out of the vocational program.

Cognitive sample indicators

Knowledge--outline reasons for dropouts.
Comprehension--explain these reasons based on the vocational field.
Application--show the findings based on a representative sample study and explain how improvements may be made.

Affective sample indicators

Receiving--shows sensitivity to the problems occasioned by persons in vocational education programs.
Responding--exhibit interest in determining the reasons why persons potentially and actually drop out of vocational programs.
Valuing--demonstrate belief that the reasons why persons drop out of a vocational program can be determined.

e. determine the need for follow-up study questionnaires.

Cognitive sample indicators

Knowledge--define the need for graduate follow-up study.
Comprehension--summarize the current status of graduate follow-up study and explore its validity in some specific school.
Application--discover the degree of validity after checking findings and interpreting their importance.

Affective sample indicators

Receiving--show awareness of the importance of checking success of program graduates.
Responding--discuss the current status of follow-up studies.
Valuing--demonstrate concern for isolating and solving problems pertinent to program goals and student needs.

f. devise a system for continual follow-up information on the placement, employment, and training status of each graduate of the vocational program.

Cognitive sample indicators

Knowledge--categorize and label the types of follow-up information needed.
Comprehension--give examples of the various types of information related to each category.
Application--prepare and produce a system that will provide even-flowing follow-up information in the various categories.

Affective sample indicators

Receiving--show awareness of the types of follow-up information that may be collected.
Responding--participate in devising a follow-up information system.
Valuing--evaluate and revise the follow-up information system.

g. motivate staff members to provide information to prospective students for all vocational offerings.

Cognitive sample indicators

Knowledge--state the desirability of encouraging staff members to perform in indicated manner.
Comprehension--explain how this motivation can be achieved.
Application--produce positive ways to achieve this motivation.

Affective sample indicators

Receiving--accept individual attitudinal differences and the need for effective informational programs.
Responding--show enthusiasm for encouraging staff members to provide information to potential vocational students.
Valuing--demonstrate commitment to motivating staff to provide information to prospective vocational students.

h. work with guidance personnel to develop occupational information describing local and national opportunities.

Cognitive sample indicators

Knowledge--identify what occupational information is needed.
Comprehension--give examples of how there can be a "meeting of the minds" with guidance personnel in this goal.
Application--discover the proper working relationships and produce the necessary documents.

Affective sample indicators

Receiving--show awareness of the need to help students in their career development process.
Responding--volunteer to work with guidance personnel in developing occupational information.
Valuing--help guidance personnel to produce the necessary information.

i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.

Cognitive sample indicators

Knowledge--identify the major methods of improving in-school and on-the-job cooperative vocational education instruction.
Comprehension--explain, in detail, to the teacher-coordinator the goals sought and suggest ways of achieving these.
Application--demonstrate methods of improving in-school and on-the-job cooperative vocational education.

Affective sample indicators

Receiving--attend closely to the interrelated cooperative education program and its programmatic procedures.
Responding--assist teacher-coordinators in helping plan methods of improving vocational education instruction.
Valuing--appreciate the role of teacher-coordinators in improving cooperative vocational education instruction programs.

j. interpret the role of guidance, counseling, and placement in vocational education.

Cognitive sample indicators

Knowledge--state the role of guidance counseling and placement in vocational education.
Comprehension--give examples of what the stated role actually means in practice.
Application--produce an in-depth analysis of the end results of this role.

Affective sample indicators

Receiving--show awareness of the role of guidance counseling and placement in vocational education.
Responding--volunteer for special work, such as resource person, for teachers, students, and counselors.
Valuing--demonstrate concern for individual and collective roles of counseling, guidance and placement in vocational education.

5.3 Given the knowledge of management techniques the occupational education leader will be able to:

a. define background information concerning controversial issues which require decisions.

Cognitive sample indicators

Knowledge--list the ingredients that might develop background information that may be used with controversial issues.
Comprehension--estimate the adequacy of the background information produced.
Application--demonstrate how the background information is obtained.

Affective sample indicators

Receiving--show recognition of controversial issues.
Responding--discuss the adequacy of the background information produced.
Valuing--explain the rationale for obtaining comprehensive background information concerning controversial issues.

b. interpret and apply federal legislation related to vocational education.

Cognitive sample indicators

Knowledge--list the significant federal legislation related to vocational education.
Comprehension--distinguish how significant legislation applies to specific problems at hand.
Application--show how to relate each piece of legislation to the specific problems at hand.

Affective sample indicators

Receiving--attend closely to the impact of federal legislation related to vocational education.
Responding--volunteer for special assignments to broaden knowledge of existing federal legislation and related judicial interpretations.
Valuing--have a logical and defensible interpretation of legislation as it applies to specific problems.

c. correlate job market, student interest, initial cost and ongoing cost related to existing or proposed specialized vocational programs within the vocational education program.

Cognitive sample indicators

Knowledge--estimate the job market, student interest, initial and ongoing cost for a specific program.
Comprehension--explain the derivation of the estimates.
Application--compute the relationship among job market, student interest, and costs in the area.

Affective sample indicators

Receiving--show awareness of the relationships among job market, student interest, and vocational education costs per student.
Responding--discuss how these correlations may be made.
Valuing--demonstrate commitment to obtaining the most meaningful programs for funds expended.

d. delegate authority to units or individuals nearest the point where the action takes place.

Cognitive sample indicators

Knowledge--identify that authority which can and cannot be delegated.
Comprehension--describe how authority can be delegated to units or individuals in specific situations.
Application--delegate authority as needed for a specific situation.

Affective sample indicators

Receiving--show an awareness of all types of authority and whether it can or cannot be delegated.
Responding--exhibit interest in decentralizing decision making to the level where the action takes place.
Valuing--respect the role of each individual in the structure and show concern and confidence in their abilities.

e. perceive evaluation of the program as the responsibility of the students, staff members, administrators and outside agencies.

Cognitive sample indicators

Knowledge--list the responsibility each group has in evaluation.
Comprehension--explain the duties of students, staff members, administrators and outside agencies.
Application--modify the evaluation pattern so as to achieve efficiency in each specialized area.

Affective sample indicators

Receiving--show awareness of the importance of each group taking responsibility for performing evaluations.
Responding--participate in discussions with groups concerning the need for evaluating the program.
Valuing--demonstrate belief in the importance of evaluating the program.

f. express and demonstrate a philosophy consistent with the objectives of vocational education.

Cognitive sample indicators

Knowledge--identify the objectives of vocational education.
Comprehension--distinguish between actions that are consistent and inconsistent as related to the objectives of vocational education.
Application--design a vocational program that has the potential to meet the objectives of vocational education.

Affective sample indicators

Receiving--show sensitivity to developing a philosophy consistent with the objectives of vocational education.
Responding--volunteer to state a philosophy consistent with the objectives of vocational education.
Valuing--display a philosophy consistent with objectives of vocational education.

g. realize when he has made a mistake and profit from the experience.

Cognitive sample indicators

Knowledge--identify past mistakes that have been made.
Comprehension--explain why the mistake occurred.
Application--plan a course of action to be undertaken if the situation resulting in a mistake being made reoccurs.

Affective sample indicators

Receiving--accept the fate that he/she will make mistakes and can profit from the experience.
Responding--discuss his/her mistakes with others and seek opinions as to ways of avoiding future mistakes.
Valuing--show concern for the feelings of others as well as himself/herself when mistakes are made and demonstrate a commitment to improved performance.

h. examine controversial positions, make a decision and justify the position taken.

Cognitive sample indicators

Knowledge--list controversial topics that have recently arisen and which have potential to affect a specific school.
Comprehension--give examples of various positions that can be taken in a specific situation.
Application--select a position most likely to result in a desired outcome and justify the choice of position.

Affective sample indicators

Receiving--show sensitivity to social problems by naming some controversial topics that have recently arisen and which have the potential to cause difficulty.

Responding--solicit each participant's view of a controversial position.
Valuing--demonstrate problem solving attitude by selecting a position most likely to result in a desired outcome and justifying the choice of position.

i. Cognitive sample indicators

Knowledge--define "ethical standards" for a professional educator.
Comprehension--defend the definition.
Application--prepare a code of ethical standards that a professional educator can live with.

Affective sample indicators

Receiving--attend closely to ethical standards by describing them to a professional educator.
Responding--obey the ethical standards as set up by his/her and his/her community.
Valuing--show concern for maintaining professional ethics an educator can live with.

j. devise a plan for survey staff to follow in conducting a vocational education survey

Cognitive sample indicators

Knowledge--list the steps necessary for the development of a vocational education survey.
Comprehension--give examples of pertinent factors.
Application--prepare a comprehensive guide for staff to use in conducting a vocational education survey.

Affective sample indicators

Receiving--show awareness of the importance of a vocational education survey by identifying the steps necessary for the developing of one.
Responding--participate in conducting a vocational education survey.
Valuing--demonstrate belief in involving the survey staff when devising a plan to follow in conducting a vocational education survey.

k. cooperate with fellow administrators in educational planning and decision making at the local level.

Cognitive sample indicators

Knowledge--describe what type of cooperation is desirable and possible.
Comprehension--explain the level and types of decisions that are desirable and possible.
Application--produce a dialogue that includes all parties and simulates their actions.

Affective sample indicators

Receiving--listen attentively to the need for cooperation among administrators in educational planning and decision making.
Responding--show an interest by listening to fellow administrators' concerns and opinions.
Valuing--demonstrate a problem solving attitude by initiating a dialogue that includes all parties and stimulate their planning and decision making.

l. select the most appropriate systems or procedure for each problem with which he is faced.

Cognitive sample indicators

Knowledge--lable the various problem solving systems that are available in this situation.
Comprehension--defend selections made in the classification.
Application--predict from among the list, the one system that is most desirable and state why.

Affective sample indicators

Receiving--listen attentively to suggestions on choosing the most appropriate system or procedure for each problem faced.
Responding--obey the school rules when selecting the most appropriate system or procedure for each problem with which he is faced.
Valuing--demonstrate a problem solving attitude when faced with important decisions by selecting the perceived most appropriate system or procedure.

5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:

a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

Cognitive sample indicators

Knowledge--list how state office personnel can assist in various facets of the vocational program.
Comprehension--distinguish the various types of services that can be conducted by state office personnel.
Application--predict the efficiency and adequacy of services by state office personnel.

Affective sample indicators

Receiving--show an awareness of ways the state office personnel can be of assistance in different facets of a vocational program.
Responding--show interest in utilizing state office personnel anytime their expertise can assist in any facet of the vocational program.
Valuing--appreciate assistance from State office personnel concerning vocational programs.

b. plan, schedule, execute and evaluate in-service training systematically.

Cognitive sample indicators

Knowledge--identify the important ingredients of a desirable in-service program.
Comprehension--explain the functioning of the plan and how the schedule works.
Application--produce an in-service program and illustrate its evaluation.

Affective sample indicators

Receiving--accept the importance of planning, scheduling executing and evaluating in-service training systematically.

Responding--participate in explaining the functioning of the in-service training program.
Valuing--demonstrate commitment to improvement by producing an in-service program and illustrating its evaluation.

c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

Cognitive sample indicators

Knowledge--outline a program for promoting, developing, sustaining, and evaluating vocational programs in cooperation with state staff members.
Comprehension--distinguish the functions of promotion, development, sustaining, and evaluation--in the building of a working relationship with state staff members.
Application--produce a working document that will provide the necessary cooperation and produce successful results.

Affective sample indicators

Receiving--show sensitivity to the importance of cooperating with state staff members in promoting, developing, sustaining, and evaluating vocational programs.
Responding--enjoy cooperating with state staff members in promoting, developing, sustaining and evaluating vocational programs.
Valuing--display concern by producing a working document that will produce the necessary results.

6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:

a. specify the long-range (5-year projection) facility, equipment and supply needs for the vocational education program.

Cognitive sample indicators

Knowledge--list the facilities, equipment and supplies necessary to conduct each course offering.

Comprehension--estimate the long-range facility, equipment, and supply needs.
Application--prepare a long-range plan for facilities, equipment and supplies.

Affective sample indicators

Receiving--point to the importance of specifying the long-range facility, equipment and supply needs for the vocational education program.
Responding--show interest in formulating long-range facility equipment and supply needs for the vocational education program.
Valuing--demonstrate commitment by preparing a long-range plan for facilities, equipment and supplies.

b. prepare a long-range (5-year projection) budget which projects the financial needs of the total vocational education program.

Cognitive sample indicators

Knowledge--outline the long-range requirements for the total occupational education program.
Comprehension--estimate the cost of instructional materials and instructional equipment; staff; instructional equipment; staff; instructional facilities; ancillary services.
Application--compute real cost and differential cost for the total occupational education program.

Affective sample indicators

Receiving--show awareness of the importance of budgeting by preparing an outline of the long-range requirements of the total program.
Responding--participate in estimating the cost of materials, equipment, staff, facilities and ancillary services.
Valuing--demonstrate commitment to the importance of budgets by computing real costs and differential cost for the total program.

c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.

Cognitive sample indicators

Knowledge--identify the sources of information that can supply cost estimates for each course.
Comprehension--estimate the total cost of consumable supplies, services, and materials for each course.
Application--prepare an operating budget for consumable supplies, services, and materials for each course.

Affective sample indicators

Receiving--accept the importance of budgeting.
Responding--participate in estimating the total cost of supplies, services, and materials.
Valuing--display commitment to the importance of budgeting by preparing an operating budget for supplies, services, and materials.

d. prepare a capital outlay proposal for the vocational program.

Cognitive sample indicators

Knowledge--identify the sources of information that can supply accurate cost estimates.
Comprehension--summarize cost estimates for the total vocational program.
Application--compute a capital outlay budget for the total vocational program.

Affective sample indicators

Receiving--show awareness of the importance of budgeting by identifying the sources of information that can supply accurate cost estimates.
Responding--participate in discussion with staff members to determine a capital outlay proposal for vocational programs.
Valuing--demonstrate commitment to good budgeting by computing a capital outlay budget for the total vocational program.

e. prepare budgets based on anticipated income from federal, state, and local sources.

Cognitive sample indicators

Knowledge--identify sources of anticipated income.
Comprehension--give examples of funding formulas.
Application--compute anticipated income from available sources.

Affective sample indicators

Receiving--show awareness of the importance of preparing budgets by identifying sources of anticipated income.
Responding--participate in giving examples of funding formulas.
Valuing--demonstrate commitment to good budgeting by computing anticipated income from available sources.

f. file reimbursement claims with the Division of Vocational and Technical Education.

Cognitive sample indicators

Knowledge--describe reimbursement claim procedures used by the Division of Vocational and Technical Education.
Comprehension--summarize data required in filing reimbursement claims.
Application--prepare reimbursement claims to be filed with the Division of Vocational and Technical Education.

Affective sample indicators

Receiving--show awareness of the importance of reimbursement claim procedures used by DVTE.
Responding--show interest by participating in discussions on the requirements in filing claims with DVTE.
Valuing--invite and appreciate input from other instructors in preparing reimbursement claims.

g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

Cognitive sample indicators

Knowledge--list the capital hardware, software, and facilities required for a new course.
Comprehension--estimate the cost of operating a new course.
Application--prepare a budget based on the cost estimates for the new course.

Affective sample indicators

Receiving--accept the importance of capital hardware, software and facilities required for a new course or program.
Responding--volunteer to estimate the cost of operating a new course or program.
Valuing--demonstrate commitment to a prepared budget based on the cost estimates for a new course or program.

h. allow for flexibility in a budget for price changes, enrollment changes and new products.

Cognitive sample indicators

Knowledge--identify budget items that may vary in price and know legal restrictions.
Comprehension--give examples of budget items price variance.
Application--predict the percentage the budget may vary.

Affective sample indicators

Receiving--show sensitivity to the need for budget flexibility.
Responding--show interest by assisting in listing examples of budgeted items and their price variance.
Valuing--justify the percentage a proposed budget may vary.

i. develop and implement a procedure for establishing priorities for use of funds and other available resources.

Cognitive sample indicators

Knowledge--describe a procedure for establishing priorities for the use of funds.
Comprehension--give an example of a method for establishing priorities for the use of funds.
Application--prepare a list of priorities for the use of funds.

Affective sample indicators

Receiving--describe a procedure for establishing priorities for the use of funds.
Responding--assist in the selecting of possible methods for identifying priorities.
Valuing--demonstrate belief in an advocated procedure for establishing priorities in the use of funds and resources.

j. verbalize and substantiate budgeting priorities, property, and accountability decisions you have made to appropriate persons at any time.

Cognitive sample indicators

Knowledge--state the meaning of the terms: budgeting priorities, property, and accountability.
Comprehension--give examples of how budgeting priorities, property, and accountability may be used.
Application--prepare a statement explaining how decisions were made and what guidelines were followed concerning budgeting priorities, property, and accountability.

Affective sample indicators

Receiving--show awareness of the meaning and implications of the terms: budgeting, priorities, property and accountability.
Responding--participate with his/her colleagues in work sessions on the ways budgeting priorities, property and accountability decisions may be made and used.
Valuing--initiate and defend a statement explaining how decisions were made and what guidelines were followed concerning budgeting, priorities, property, and accountability.

6.2 Given budgeting information and present needs of the vocational program, the occupational education leader will be able to:

a. identify financial requirements for purchasing needed equipment.

Cognitive sample indicators

Knowledge--list new equipment required to conduct the vocational program.
Comprehension--estimate the cost of the new equipment.
Application--write general bid conditions for the new equipment and secure estimates from several suppliers.

Affective sample indicators

Receiving--show awareness of pertinent local, state, and federal financial incentives and constraints, and bid requirements.
Responding--complete a listing of financial requirements for purchasing needed equipment.
Valuing--demonstrate a problem-solving attitude by proposing general bid conditions for needed equipment.

b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.

Cognitive sample indicators

Knowledge--identify areas that need to be expanded.
Comprehension--give examples of changes that require additional facilities.
Application--prepare a plan for expanding facilities.

Affective sample indicators

Receiving--attend closely to the need for vocational facilities.
Responding--enjoy active participation in giving examples of changes that require additional facilities.
Valuing--demonstrate concern for securing adequate vocational facilities by preparing a plan for needed additional facilities.

c. identify various sources of securing needed equipment.

Cognitive sample indicators

Knowledge--list the equipment needs of the vocational program.
Comprehension--give examples of how to obtain needed equipment.
Application--prepare a plan to identify various sources for securing needed equipment.

Affective sample indicators

Receiving--show awareness of alternative sources for securing needed equipment.
Responding--volunteer to identify alternative sources of securing needed equipment.
Valuing--demonstrate a problem-solving attitude by identifying and justifying various sources for securing needed equipment.

d. design a procedure for acquiring the supplies and equipment needed in each vocational course.

Cognitive sample indicators

Knowledge--identify the local institutional policies relative to purchasing needed equipment.
Comprehension--estimate the amount of supplies and equipment needed in each vocational course.
Application--prepare purchase specifications for needed supplies and equipment.

Affective sample indicators

Receiving--attend closely to the local institutional policies relative to purchasing needed equipment.
Responding--show interest in designing procedures for acquiring the supplies and equipment needed for vocational courses.
Valuing--appreciate the efficiency of well-designed supplies and equipment acquisition procedures.

e. identify new tools and equipment for the vocational program during the current academic year.

Cognitive sample indicators

Knowledge--outline a technique for analyzing new tools and equipment needs.
Comprehension--explain how the technique for analyzing new tools and equipment needs is used.
Application--develop a procedure for identifying new tools and equipment needs.

Affective sample indicators

Receiving--show awareness of method for analyzing new tool and equipment needs.
Responding--volunteer to explain how techniques for analyzing new tools and equipment may be used.
Valuing--argue for needed new tools and equipment.

6.3 Given the floor plan of physical facilities the occupational leader will be able to:

a. plan vocational laboratory layouts to gain maximum benefits from available space.

Cognitive sample indicators

Knowledge--identify laboratory activities for each of the occupational program offerings.
Comprehension--estimate the laboratory space required for each course.
Application--produce a laboratory layout scale drawing with pertinent information noted.

Affective sample indicators

Receiving--accept the importance of planning vocational laboratory layouts for each of the occupational offerings.
Responding--complete a request to estimate the amount of laboratory space required for each course.
Valuing--assume responsibility for producing a laboratory scaled drawing with pertinent information noted.

b. equip teaching stations to achieve the state objectives for each program.

Cognitive sample indicators

Knowledge--list equipment necessary to equip teaching stations to achieve program objectives.
Comprehension--estimate the cost of required equipment.
Application--purchase and install equipment in the teaching stations.

Affective sample indicators

Receiving--show awareness of the equipment necessary for teaching stations to achieve program objectives.
Responding--volunteer to estimate the cost of required equipment.
Valuing--appreciate the added effectiveness that well equipped teaching stations have on the accomplishment of stated objectives.

7.1 Given the objectives of a community relations program and a number of general problems associated with occupational education, the occupational education leader will be able to:

a. identify the makeup of the community before planning a program of school community relations.

Cognitive sample indicators

Knowledge--list the various groups, (for example: civic, social, business, ethnic and industrial), which are present in the community.
Comprehension--explain the backgrounds and functions of these groups.
Application--predict the possible contributions of community groups and procedures for publicizing these contributions.

Affective sample indicators

Receiving--show awareness of the various groups which are present in the community.

Responding--volunteer to explain the backgrounds and functions of these groups.
Valuing--show concern for the welfare of others by seeking the assistance of community groups.

b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.

Cognitive sample indicators

Knowledge--list target groups useful for the development or modification of a course or program.
Comprehension--give examples of the information which will be gathered and explain its validity.
Application--produce the results.

Affective sample indicators

Receiving--listen attentively at out-of-school meetings for feedback on the school's vocational program.
Responding--enjoy giving and receiving feedback on an informal basis.
Valuing--initiate the seeking and giving of vocational program feedback through various informal contacts in the community.

c. evaluate the degree to which the objectives of community relations program have been met.

Cognitive sample indicators

Knowledge--identify the objectives and acceptable standards of success.
Comprehension--explain how student, faculty, and advisory committee evaluations will be utilized in preparing the overall report.
Application--demonstrate how the results of evaluation may be used in assessing the degree to which the objectives have been met.

Affective sample indicators

Receiving--show awareness of the importance of identifying community relations objectives and acceptable standards of success.
Responding--volunteer to discuss ways community relations have been effective and ineffective.
Valuing--justify his/her assessment of the effectiveness of the vocational program's community relations program.

b. ascertain and evaluate public opinion about vocational programs.

Cognitive sample indicators

Knowledge--knows the opinions voiced by persons in the community regarding local vocational programs.
Comprehension--explains the implications of voiced opinions.
Application--determines the extent to which persons in the community are willing to back up their voiced opinions with action.

Affective sample indicators

Receiving--listen attentively to opinions voiced by persons in the community regarding local vocational programs.
Responding--volunteer to discuss with the school's various publics their opinions about vocational programs.
Valuing--differentiate the extent to which persons in the community are willing to back up their voiced opinions with action.

7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:

a. speak to school and community groups about the vocational program.

Cognitive sample indicators

Knowledge--identify target community groups.
Comprehension--summarize your thoughts and ideas about the vocational program while organizing a speech text.
Application--present your speech to school and community groups.

Affective sample indicators

Receiving--show an awareness to the needs of different target groups.
Responding--display interest in the effectiveness and appropriateness of the occupational concepts contained in a speech text to encourage vocational program interest.
Valuing--demonstrate commitment to the school's vocational program by speaking in an enthusiastic manner.

b. publicize the establishment of the advisory committee, its members and its function to the school and community.

Cognitive sample indicators

Knowledge--identify publicity targets and material to be publicized.
Comprehension--explain your selection and the procedure to be invoked.
Application--implement the publicity program.

Affective sample indicators

Receiving--show awareness of the importance of choosing appropriate materials for publicizing the establishment of an advisory committee.
Responding--discuss the selection and procedure to be invoked.
Valuing--appreciate the significant impact that publicizing the establishment of the advisory council will have.

c. communicate what is going on in business and industry to the school staff.

Cognitive sample indicators

Knowledge--identify what is going on in business and industry.
Comprehension--explain why what is going on is significant to the school.
Application--relate to the school staff what is going on in business and industry and the significance of these events to them and their vocational programs.

Affective sample indicators

Receiving--show an awareness of what is going on in business and industry.
Responding--participate in staff meetings to discuss why what is going on in business and industry is significant to the school.
Valuing--share with the school staff your perceptions of what is going on in business and industry and explain the perceived significance of these events to them and their vocational program.

d. publicize the purposes and objectives of a vocational education survey.

Cognitive sample indicators

Knowledge--identify the purposes and objectives of a vocational education survey.
Comprehension--explain publicity methods to be used.
Application--put into operation the publicity program designed above.

Affective sample indicators

Receiving--show sensitivity to the purposes and objectives of a vocational education survey.
Responding--participate in discussions of publicity methods used to facilitate the purposes and objectives of a vocational education survey.
Valuing--demonstrate commitment to a vocational education survey by putting a publicity program into operation.

e. use a variety of communication techniques on a carefully planned basis to influence public opinions.

Cognitive sample indicators

Knowledge--identify suitable communications techniques.
Comprehension--explain your means of deciding which techniques are best suited to the purpose.
Application--demonstrate these techniques by operating the public relations program so as to influence public opinion.

Affective sample indicators

Receiving--show an awareness of the importance of effective communication techniques by selecting suitable communications techniques.
Responding--participate in the discussions of the techniques selected.
Valuing--demonstrate commitment to public relations program by insuring that the techniques selected are properly implemented and maintained.

f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.)

Cognitive sample indicators

Knowledge--identify persons knowledgeable about target groups and persons who have conducted similar activities.
Comprehension--consult with the people identified.
Application--plan and conduct PR activities aimed to reach specific external publics.

Affective sample indicators

Receiving--follow intellectually public relations activities designed to reach a school's external publics.
Responding--actively seek and participate in consultations with people who have designed and conducted such activities.
Valuing--initiate and complete public relations activities whose goals are to reach external, specific publics.

g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

Cognitive sample indicators

Knowledge--identify persons knowledgeable about target groups and persons who have conducted similar activities.
Comprehension--consult with the people identified.
Application--plan and conduct the PR activities aimed to reach specific internal publics.

Affective sample indicators

Receiving--follow intellectually public relations activities designed to reach the school's internal publics.
Responding--actively seek and participate in consultations with people who have designed and conducted such activities.
Valuing--initiate and complete public relations activities whose goals are to reach internal, specific publics.

h. write articles about newsworthy activities being carried on in the vocational program, for the news media.

Cognitive sample indicators

Knowledge--identify newsworthy activities.
Comprehension--explain why these activities are newsworthy.
Application--write the articles, have them approved by appropriate administrators and then submit them to appropriate news media.

Affective sample indicators

Receiving--show awareness of newsworthy activities by citing activities.
Responding--show interest in the selection of newsworthy activities by discussing why these activities are newsworthy.
Valuing--demonstrate belief in the articles submitted by pursuing timely approval and follow through to publication.

i. conduct an open house to familiarize members of the school and community with activities of the vocational program.

Cognitive sample indicators

Knowledge--identify the objectives of an open house.
Comprehension--explain your selection of activities to be conducted during the open house and follow through the planning stages.
Application--conduct the open house.

Affective sample indicators

Receiving--show awareness of the importance of identifying the objectives of an open house.
Responding--participate in group discussions and/or staff meetings to report on the selected activities to be conducted during open house.
Valuing--demonstrate commitment to the objectives of the open house by insuring that details required are completed.

j. provide brochures to acquaint the school and community with various aspects of the vocational program.

Cognitive sample indicators

Knowledge--identify the various aspects of a vocational program which may be included in a brochure.
Comprehension--consult with people who have been involved in the production of similar types of publications.
Application--write brochures, have them approved by the appropriate administrators and then submit for printing.

Affective sample indicators

Receiving--select aspects of the vocational program that would be informative, motivating and stimulating through a brochure.
Responding--participate in discussions with people who have been involved in the production of similar types of publications and write a plan of action.
Valuing--demonstrate commitment to this activity through alloting sufficient time and resources to pursue the activity to completion.

7.3 Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:

a. identify ways staff members can achieve community involvement which may build better public relations for vocational education.

Cognitive sample indicators

Knowledge--list activities which may improve the community relations of vocational education.
Comprehension--explain how these activities may improve community relations.
Application--select several activities and prepare the framework of a PR program based around these activities.

Affective sample indicators

Receiving--show a sensitivity to the importance of staff members working with the community by selecting activities which may improve the relationship between the community and the vocational program.
Responding--discuss with faculty members how these activities may improve community relations.
Valuing--initiate a faculty community involvement based on their strengths and motivations.

b. work with different racial and ethnic groups within the community.

Cognitive sample indicators

Knowledge--define the racial and ethnic groups within the community.
Comprehension--explain the present and potential involvement of these groups in relationship to vocational education programs.
Application--work with the groups to prepare a plan specifically designed to fulfill the PR (e.g. recruiting publicity) needs in this area.

Affective sample indicators

Receiving--show awareness of the racial and ethnic groups within the community.
Responding--discuss and report the present and potential involvement of these groups in relationship to occupational education programs.
Valuing--appreciate the help that these groups can provide by involving them in the formulation of occupational education programs.

c. describe to the vocational education staff how they can improve their image by productively participating in community, civic, service, or social organizations.

Cognitive sample indicators

Knowledge--list community, civic, service, or social organizations.
Comprehension--explain the functions of the various groups.
Application--assist staff members to participate in appropriate organizations (extra-school).

Affective sample indicators

Receiving--show an awareness toward community, civic, service, or social organizations.
Responding--assist staff members to understand the functions of these groups in a manner which will stimulate staff members participation.
Valuing--demonstrate commitment to community involvement by assisting staff members to participate in community, civic, service, and social organizations.

d. assist with community, business, and industry sponsored activities.

Cognitive sample indicators

Knowledge--list activities in which participation by vocational staff may serve the community, while acting as a PR function for the vocational program.

Comprehension--explain the functions of general or specialized voluntary community organizations.
Application--participate in community, business, and industry sponsored activities.

Affective sample indicators

Receiving--show awareness of the impact derived from involvement of the staff in such activities.
Responding--participate in staff meetings to discuss the functions of general or specialized voluntary community organizations.
Valuing--demonstrate a commitment by volunteering to help in the community business, and industry sponsored activities.

e. identify supportive community service groups.

Cognitive sample indicators

Knowledge--list the various supportive community service groups.
Comprehension--estimate the support of related community service groups.
Application--describe the advantages of the activities, and merits of these groups.

Affective sample indicators

Receiving--show an awareness of various supportive community service groups.
Responding--report the support of related community service groups.
Valuing--appreciate the activities and merits of these groups.

Appendix B

Definition of Terms

DEFINITION OF TERMS

Academic Method of Instruction. Course work, simulation, and workshop.

Competency. A complex unit of behavior with an observable beginning and end which combines cognitive, affective, and psychomotor behaviors in various proportions so as to result in a measurable product and/or service.

Competency Based Education. An educational program in which the learning outcomes are empirically or logically derived from the professional role for which students are being prepared. A student's rate of progress through the program is governed by success in mastering stated learning outcomes, and assessment is based on documented ability to perform at an acceptable level of proficiency.

Competent Occupational Education Administrator. An Occupational Education Administrator, with documented cognitive proficiency at or above the "application" level (Bloom, 1956) and affective proficiency at or above the "valuing" level (Krathwohl, 1964) in regard to 90% of the 159 occupational education administration competencies adapted by Ramp and Anderson (1972), who administers an organization in which the organizational climate is at least as open as the organizational climate of the supra-organization in which he/she functions.

Experience as Acting Vocational Director. Designation as acting vocational director and responsibility for the accomplishment of at least three of the OEAP clusters prior to admission to the Occupational Education Administration Project.

Local Cooperating Administrator. The administrator, in the public high school or community college where an OEAP Alumni completes his/her internship, who supervises the internship on a day-to-day basis.

Occupational Education Administrator. An individual who has, as a significant portion of his/her professional role, the administration, supervision, and development of an occupational education program or programs.

OEAP Alumni. A person who participated in the OEAP as a student.

Organizational Climate. The prevailing interpersonal environment which exists among the persons who belong to an organization.

Organizational Maintenance. The behaviors of an administrator as he/she seeks to establish and support an organizational climate that result in a productive school that accomplishes important educational goals and wherein students and educators gain personal satisfaction.

Phase. The academic year during which an OEAP Alumni participated in the OEAP as a student. Phase I = 1972-73; Phase II = 1973-74; and Phase III = 1974-75.

Practical Method of Instruction. Internship and on-the-job experience.

Proficiency. The documented ability of an OEAP Student to perform the cognitive and affective behaviors which comprise an occupational education administration competency or the documented organizational maintenance ability of an OEAP Alumni Administrator.

Program Head. An Occupational Education Administrator who is responsible for one or more, but not all, of the occupational education programs in a specific school or schools.

Significant Difference. A statistical difference of a magnitude that is likely to occur only five times out of 100 observations.

Vocational Director. The Occupational Education Administrator who is responsible for all of the occupational education programs in a specific school or combination of schools.

University Supervisor. The university professor who visited an OEAP Student and his/her Local Cooperating Administrator at the Student's Internship site and who assigned grades for the internship component of the OEAP.

Usual Local Cooperating Administrator Supervision. Regular meetings of an OEAP Student with his/her Local Cooperating Administrator to discuss the student's development of cognitive and affective proficiency from one to three hours per week, and facilitation of learning experiences in at least 7 of the 9 sample competency areas by said administrator.

Appendix C

Exhibits From The Evaluation of OEAP: Phase I, II, III

In order to conduct statistical tests of the learning which had occurred by OEAP Alumni during their participation in the project, it was necessary to place nominal signs on each proficiency level. These signs are presented in the following table.

SIGNS PLACED ON EACH LEVEL OF COGNITIVE AND AFFECTIVE PROFICIENCY AND ORGANIZATIONAL CLIMATE

Cognitive	Affective	Organizational Climate
#1 None	#8 None	#1 Closed
#2 Knowledge	#9 Receiving	#2 Paternal
#3 Comprehension	#10 Responding	#3 Familiar
#4 Application	#11 Valuing	#4 Controlled
#5 Analysis	#12 Organization	#5 Automomous
#6 Synthesis	#13 Characterization	#6 Open
#7 Evaluation		

EXHIBIT A

COMPOSITE DATA: OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT EVALUATION QUESTIONNAIRE

Alumni[a]	Phase	Position[b]	Number of Faculty Supervised
#1	II	Placement Followup Specialist	0
#2	II	Program Head, Industrial Education	1
#3	III	Chairman of Vocational Studies	6
#4	I	Vocational Director	17
#5	I	Asst. Regional Supt. of Schools	0
#6	III	Vocational Director	12
#7	III	Cooperative Education Coordinator	0
#8	III	Cooperative Education Coordinator	0
#9	II	Director of Cooperative Education	3
#10	I	Vocational Director	1
#11	II	Program Head, Cooperative Education	3
#12	I	Vocational Director	3
#13	II	Vocational Director	4
#14	II	Vocational Instructor	0
#15	III	Vocational Instructor	0
#16	II	Dept. Head, Trades and Industrial Educ.	11
#17	II	Vocational Director	15
#18	III	Vocational Director	10
#19	III	Vocational Instructor	0
#20	I	Vocational Director	11
#21	II	Vocational Director	10
#22	I	Vocational Director	18
#23	II	Intake Counselor	0
#24	II	Assistant Vocational Director	0
#25	I	Assistant Dean of Students	0
#26	III	Program Head, Business Education	1
#27	II	Vocational Instructor	0
#28	II	Supervisor, Trades and Industrial Educ.	8
#29	III	Cooperative Education Coordinator	0
#30	III	Vocational Director	10
#31	III	Vocational Instructor	0

---

[a] Alumni: A person who participated in the OEAP as a student.

[b] Position: The position in which an OEAP Alumni was employed at the time when this study was completed.

continued

EXHIBIT A

COMPOSITE DATA: OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT EVALUATION QUESTIONNAIRE, Continued

Alumni	Prior Exper., Acting Voc. Director	Local Coop. Admin. Voc. Degree	Degree of Local Coop. Admin. Supv.
#1	No	Nonvocational	More than usual
#2	No	Vocational Degree	Usual
#3	No	Nonvocational	Usual
#4	Yes	Nonvocational	Usual
#5	No	Nonvocational	Usual
#6	No	Nonvocational	Usual
#7	No	Nonvocational	Usual
#8	No	Vocational Degree	Usual
#9	No	Nonvocational	Usual
#10	No	Nonvocational	Usual
#11	No	Nonvocational	Usual
#12	Yes	Nonvocational	Usual
#13	Yes	Vocational Degree	More than usual
#14	No	Vocational Degree	More than usual
#15	No	Nonvocational	Usual
#16	No	Vocational Degree	Usual
#17	Yes	Nonvocational	More than usual
#18	No	Nonvocational	Usual
#19	No	Nonvocational	None
#20	No	Nonvocational	Usual
#21	No	Vocational Degree	Usual
#22	No	Nonvocational	More than usual
#23	No	Vocational Degree	More than usual
#24	No	Vocational Degree	Usual
#25	Yes	Vocational Degree	More than usual
#26	No	Nonvocational	Usual
#27	No	Nonvocational	More than usual
#28	No	Vocational Degree	None
#29	No	Vocational Degree	More than usual
#30	No	Nonvocational	Usual
#31	No	Nonvocational	More than usual

EXHIBIT B

MEDIAN PRE- AND POST-RATED LEVEL OF COGNITIVE PROFICIENCY

Alumni	Pre-rating	Post-rating	Probability[a]
#1	1.99	3.60	.0156*
#2	2.13	4.53	.0002*
#3	2.00	4.00	.0000*
#4	3.48	3.82	.1366
#5	1.08	3.85	.0004*
#6	2.75	4.07	.0003*
#7	----	----	-----
#8	2.14	3.36	.0566
#9	3.29	3.91	.0145*
#10	1.11	3.56	.0000*
#11	1.95	6.04	.0000*
#12	3.68	3.90	.2165
#13	2.04	4.43	.0005*
#14	1.22	4.08	.0899
#15	1.95	4.92	.0000*
#16	2.72	3.77	.0010*
#17	3.69	4.00	.0088*
#18	1.38	3.72	.1028
#19	3.97	7.00	.0000*
#20	1.25	3.78	.0000*
#21	1.36	3.73	.0008*
#22	1.04	4.00	.0005*
#23	2.14	2.77	.4099
#24	----	4.83	-----
#25	2.55	2.98	.0024*
#26	1.02	3.66	.0000*
#27	1.45	3.81	.0010*
#28	2.99	6.02	.0000*
#29	3.25	6.73	.0019*
#30	1.76	4.06	.0000*
#31	1.85	4.19	.0000*
Collective	2.11	4.05	.0000*

[a] Fisher Exact Probability

*P $<$ .05

EXHIBIT C

MEDIAN PRE- AND POST-RATED LEVEL OF AFFECTIVE PROFICIENCY

Alumni	Pre-rating	Post-rating	Probability[a]
#1	8.51	12.53	.0015*
#2	9.30	11.32	.0003*
#3	9.00	11.00	.0000*
#4	----	-----	-----
#5	----	-----	-----
#6	9.27	10.89	.0005*
#7	----	-----	-----
#8	9.05	10.51	.0000*
#9	10.66	11.03	.0067
#10	----	-----	-----
#11	9.94	12.22	.0000*
#12	----	-----	-----
#13	9.40	11.38	.0145*
#14	8.58	10.98	.0004*
#15	8.95	10.97	.0000*
#16	9.73	10.68	.1444
#17	11.72	11.76	.5532
#18	----	-----	-----
#19	12.87	13.00	.1129
#20	----	-----	-----
#21	8.38	11.06	.0074*
#22	----	-----	-----
#23	9.36	10.68	.2397
#24	----	10.87	-----
#25	----	-----	-----
#26	8.12	10.68	.0003*
#27	8.67	11.45	.0012*
#28	9.80	11.60	.0145*
#29	10.03	12.76	.0019*
#30	9.77	12.11	.0000*
#31	8.86	11.17	.0254*
Collective	9.35	11.18	.0000*

[a] Fisher Exact Probability

*P< .05

EXHIBIT D

MEDIAN LEVEL OF AFFECTIVE AND COGNITIVE PROFICIENCY GAINED

Alumni	Affective	Cognitive
#1	1.80	1.34
#2	1.87	2.17
#3	2.00	2.00
#4	----	1.27
#5	----	2.71
#6	1.31	1.22
#7	----	----
#8	1.57	1.30
#9	.35	.48
#10	----	2.17
#11	3.54	4.06
#12	----	.31
#13	1.44	2.78
#14	2.48	2.87
#15	1.97	2.92
#16	1.06	1.11
#17	.01	.35
#18	----	1.43
#19	.15	3.00
#20	----	2.28
#21	2.52	2.21
#22	----	2.95
#23	1.29	1.32
#24	----	----
#25	----	.39
#26	2.26	2.55
#27	2.71	2.16
#28	1.32	2.90
#29	1.71	2.71
#30	1.42	1.39
#31	2.41	2.56
Collective	1.66	2.06

EXHIBIT E

PERCENTAGE OF THE 159 COMPETENCIES POST-RATED AT OR ABOVE AFFECTIVE AND COGNITIVE COMPETENCE.

Alumni	Percentage at or above "valuing" level	Percentage at or above "application" level
#1	85	54
#2	72	84
#3	100	100
#4	--	75
#5	--	77
#6	81	84
#7	--	--
#8	50	43
#9	98	79
#10	--	54
#11	91	98
#12	--	83
#13	81	80
#14	75	84
#15	91	90
#16	62	61
#17	100	100
#18	--	64
#19	100	100
#20	--	69
#21	86	61
#22	--	100
#23	60	66
#24	84	89
#25	--	96
#26	61	57
#27	96	62
#28	79	98
#29	94	87
#30	100	100
#31	86	86
Collective	83*	79*

---

*Spearman Rank Correlation, +.63. If there were no true correlation a coefficient this large or larger would occur with a probability of .0280.

EXHIBIT F

MEDIAN GAIN IN LEVEL OF COGNITIVE PROFICIENCY ACCORDING TO METHOD OF INSTRUCTION UTILIZED DURING PROFICIENCY DEVELOPMENT

Alumni	Academic	Practical	Combination
#1	1.91	1.05	1.34
#2	2.00	2.15	2.33
#3	----	2.00	----
#4	----	----	----
#5	----	----	----
#6	1.02	1.27	----
#7	----	----	----
#8	1.96	1.02	2.06
#9	.09	.50	.69
#10	----	----	----
#11	4.58	3.90	4.32
#12	----	----	----
#13	----	----	----
#14	2.76	3.00	----
#15	2.95	2.96	----
#16	.96	1.08	1.26
#17	----	.45	.24
#18	----	----	----
#19	.32	.08	----
#20	----	----	----
#21	2.05	2.50	----
#22	----	----	----
#23	2.00	1.26	.43
#24	----	----	----
#25	----	----	----
#26	1.77	2.85	1.71
#27	1.75	2.06	2.29
#28	3.11	2.86	----
#29	----	2.84	----
#30	1.88	1.35	1.00
#31	2.86	2.23	2.70
Collective	1.96*	2.03*	1.52*

*Chi Square Version of the Median Test, 3.20; P > .05. A value this large or larger could occur by chance alone with a probability of .6690.

EXHIBIT G

MEDIAN GAIN IN LEVEL OF AFFECTIVE PROFICIENCY ACCORDING TO METHOD OF INSTRUCTION UTILIZED DURING PROFICIENCY DEVELOPMENT

Alumni	Academic	Practical	Combination
#1	2.56	1.15	1.06
#2	1.81	1.85	2.05
#3	----	2.00	----
#4	----	----	----
#5	----	----	----
#6	1.09	1.10	----
#7	----	----	----
#8	2.05	1.06	1.69
#9	.34	.25	.36
#10	----	----	----
#11	3.43	3.39	3.68
#12	----	----	----
#13	----	----	----
#14	1.96	2.56	----
#15	2.00	2.01	----
#16	.90	1.05	1.17
#17	----	.01	.00
#18	----	----	----
#19	2.96	3.02	----
#20	----	----	----
#21	2.48	2.56	----
#22	----	----	----
#23	1.77	.88	.41
#24	----	----	----
#25	----	----	----
#26	1.46	2.52	2.41
#27	1.25	2.63	2.93
#28	1.37	1.31	----
#29	----	1.87	----
#30	1.00	1.38	1.25
#31	2.70	2.12	2.57
Collective	1.81*	1.38*	1.45*

*Chi Square Version of the Median Test, 2.38; P > .05. A value this large or larger could occur by chance alone with a probability of .7938.

EXHIBIT H

MEDIAN RATED ORGANIZATIONAL CLIMATES OF OEAP ALUMNI ADMINISTERED ORGANIZATIONS COMPARED TO THE MEDIAN RATED ORGANIZATIONAL CLIMATE OF THEIR RESPECTIVE SUPRAORGANIZATIONS[a]

Alumni	Faculty Respondents	OEAP Alumni	Supra-organization	Fisher Exact Probability
#2	2	5.00	4.00	-----
#3	6	5.10	5.00	.7727
#4	17	4.68	4.60	.5000
#6	12	5.00	4.83	.6665
#9	3	5.00	2.25	.5000
#10	1	4.00	4.00	-----
#11	3	2.00	2.00	.8000
#12	1	5.00	5.00	-----
#13	2	5.00	5.00	-----
#16	10	5.00	5.05	.7631
#17	9	5.83	5.70	.3099
#18	10	4.75	2.00	.1028
#20	4	4.00	3.83	.5000
#21	10	5.12	4.87	.2368
#22	8	5.70	5.00	.1000
#26	1	5.00	5.00	-----
#28	7	2.00	4.62	.1328
#30	10	5.50	4.78	.0162*
Collective		5.00	4.70	.3001

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[a] Spearman Rank Correlation, +.71. If there were no true correlation a coefficient this large or larger would occur by chance alone with a probability of .0013.

*P < .05

Appendix D

Directory of Occupational Education Administration Project Participants

DIRECTORY OF OEAP ALUMNI

Leonard Alwardt
Vocational Instructor (76)*
Agricultural Education
Nashville High School
Nashville, Illinois 62263

Roland H. Alexander
Placement & Follow-up Specialist (74)
East St. Louis High School
East St. Louis, Illinois 62205

Robert Birge
Vocational Director (76)
East Richland Community Unit #1
Olney, Illinois 62450

Larry A. Brant, Head
Industrial Education (74)
Clay City High School
Clay City, Illinois 62824

Norma Brown
Vocational Director (75)
Beecher City High School
Beecher City, Illinois 62414

Clifford C. Christian
Vocational Director (73)
Centralia High School
Centralia, Illinois 62801

Paul E. Cross, Assistant
Regional Superintendent of Schools (73)
Mount Vernon Courthouse
Mount Vernon, Illinois 62864

Carrol Doerner
Vocational Director (75)
DuQuoin High School
DuQuoin, Illinois 62832

Helen Crosby Fabbri
Vocational Coordinator (76)
Department of Vocational
and Career Education
East St. Louis High School
East St. Louis, Illinois 62201

James Michael Greer
Vocational Coordinator (75)
Carlyle High School
Carlyle, Illinois 62231

Peggy Harriman
Vocational Coordinator (75)
Marissa High School
Marissa, Illinois 62257

Charles A. Harwick
Director, Cooperative
Education (74)
Arizona Western College
Yuma, Arizona 85364

Robert L. Heavner
Vocational Director (73)
Valmeyer High School
Valmeyer, Illinois 62295

Gary A. Huber, Head
Cooperative Education (74)
Red Hill Comm. Unit District #10
Bridgeport, Illinois 62417

Lawrence M. Jones
Vocational Director (73)
Trenton Wesclin Comm. Unit
School District
Trenton, Illinois 62293

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*Year during which alumni participated in the OEAP.

Milton Jung
Vocational Director (74)
Shawnee High School
Wolf Lake, Illinois 62998

Larry W. Kraft, Instructor
Vocational Education (74)
Columbia High School
Columbia, Illinois 62236

Douglas Lambert, Instructor
Vocational Education (75)
Centralia High School
Centralia, Illinois 62801

Larry N. Manker
Department Head
Industrial and Trades Education (74)
Mt. Vernon Township High School
Mt. Vernon, Illinois 62864

Curtis Miller
Vocational Director
Alexander-Pulaski County
Vocational Technical Cooperative (74)
Egyptian Community Unit #5
Tamms, Illinois 62988

Kenneth D. Miller
Vocational Director (73)
Fairfield Community High School
Fairfield, Illinois 62837

Edythe Morray, Instructor
Home Economics Education (75)
East St. Louis High School
East St. Louis, Illinois 62205

Collette Nierman
Vocational Director (76)
Okawville High School
Okawville, Illinois 62271

Martin W. Oliver
Vocational Director (73)
Waterloo Community Unit District #5
Waterloo, Illinois 62298

James A. Pflasterer
Vocational Director (75)
Red Bud Community High School
Red Bud, Illinois 62278

Billy Powless
Vocational Instructor
Alexander-Pulaski County
Vocational-Technical
Cooperative (76)
Egyptian Community Unit #5
Tamms, Illinois 62837

Steve L. Pollock
Vocational Director (73)
Edwards County Senior High School
Albion, Illinois 62806

Peter C. Ponce
Intake Counselor (74)
Venice-Lincoln Technical Center
Venice Community Unit District #3
Venice, Illinois 62090

Jack Rawlinson
Assistant Vocational Director (74)
Little Wabash Area Vocational
Center
Carmi Community High School
Carmi, Illinois 62821

Ronald L. Sanderson
Assistant Dean of Students (73)
Lincoln Trail College
Robinson, Illinois 62454

Patricia Sayers, Head
Business Education (75)
Vienna Township High School
Vienna, Illinois 62995

Paul R. Scolari
Vocational Instructor
Technical and Industrial Education (76)
DuQuoin High School
DuQuoin, Illinois 62832

Martin Smith, Instructor
Industrial Education (74)
Wayne City High School
Wayne City, Illinois 62895

Ronald Smith
Vocational Director (76)
West Frankfort High School
West Frankfort, Illinois 62896

Patrick Stark
Assistant Director (76)
Manpower Skill Center
School of Technical Careers
Southern Illinois University
Carbondale, Illinois 62901

Larry E. Swope, Supervisor
Trades and Industrial Programs (74)
Carbondale Community High School
Vocational Center
Carbondale, Illinois 62901

Robert Taylor
Vocational Instructor (76)
Sparta High School
Sparta, Illinois 62286

Sue VonBurg, Coordinator
Cooperative Education (75)
Flora High School
Flora, Illinois 62839

Leland Wells
Vocational Director (75)
Nashville High School
Nashville, Illinois 62263

Ronald Weseloh, Instructor
Industrial Education (75)
Red Bud Community High School
Red Bud, Illinois 62278

Ronald Wilson
Guidance Coordinator (76)
Mt. Vernon Area Vocational Center
Mt. Vernon, Illinois 62864

Appendix E

Proficiency Portfolio

PORTFOLIO

INTERN

Name ______________________________

Position ______________________________

Address ______________________________

____

Telephone ______________________________

Internship daily schedule: ______________

____

COOPERATING ADMINISTRATOR

Name ______________________________

Position ______________________________

Address ______________________________

____

Telephone ______________________________

UNIVERSITY SUPERVISOR

Name ______________________________

Department ______________________________

Address ______________________________

____

Telephone ______________________________

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT: A performance-based program designed to prepare occupational education leaders conducted at Southern Illinois University, Carbondale in cooperation with the State of Illinois Division of Vocational and Technical Education.

Preface

This portfolio is intended to serve as a blueprint for the future administrator as he studies and learns to master the 159 performances herein. Included are directions for use, a means of adapting this portfolio to an individual intern's unique learning situations, and a pre- and postassessment rating system designed to monitor student mastery of Occupational Leadership Performances.

INTRODUCTION

Each internship has as its foundation a cooperative effort of a cooperating administrator, an occupational education administration intern, and a supervising university professor. Daily supervision is the role of the cooperating administrator who arranges participation for the intern's development of performance proficiency. The university provides classroom instruction and the supervising university professor provides coordination. In this way administrative theory is realistically integrated with administrative practice on a day to day basis.

The unique nature of each internship requires that a means for adapting the program to actual circumstances be provided. This portfolio helps realize that task by furnishing a framework of performance statements, a description of "ideal conditions" under which performances would ideally be learned, space for a cooperating administrator and intern to describe actual conditions as they exist, and a statement of the learning experiences which the intern has completed.

As part of a preassessment and postassessment system the intern indicates whether cognitive ability at the knowledge, comprehension, application, analysis, synthesis, or evaluation level (see page 2 for definitions of these terms) and effective learning at the receiving, responding, valuing, organization, or characterization level (see page   for definitions of these terms) exists at the beginning of the internship or has been attained during the internship by writing the appropriate terms in the spaces provided. The date of preassessment is entered on the portfolio's first page (beginning of the program) and the date(s) of postassessment(s), mode of attainment, and importance to the intern are entered. The cooperating administrator certifies his concurrence by signing his name. Signature by the supervising university professor at the end of each block of instruction indicates that he concurs with the intern and cooperating local administrator regarding the student's having attained the stated level of performance proficiency.

An example of how this portfolio is designed to be used follows:

2.1a determine sources from which applications may be received, i.e., colleges and universities.

Actual Conditions: I have been asked to locate potential sources for an auto mechanics program to begin next fall.

Actual Performance: Auto mechanics teachers are prepared at Southern Illinois University (Carbondale).

Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode on-the-job

Postassessment: Cognitive Application Affective Valuing
Date Achieved 7-15-74 Certification JB
Mode internship Importance 1 2 [✓ 3] 4
none very

(continued)

2.1b determine alternate sources of employees such as neighboring schools and industry.

Actual Conditions: same as 2.1a.

Actual Performance: Fenn High School, Grand Community College and International Motors have comparable auto mechanics programs

Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode college

Postassessment: Cognitive application Affective Valuing
Date Achieved 7-28-74 Certification JB
Mode internship Importance 1 2 [✓ 3] 4
none very

A portfolio such as this squarely places the onus of competency development on the intern. Since the performances are clearly outlined at the beginning of the program their successful accomplishment becomes the intern's basic responsibility. To achieve a necessary competency, he can pursue internship activities, transfer (through a supervising university professor) competency development concerns into the classroom setting, attend workshops, or design his own activities for competency development. Continuing post-assessments at levels of proficiency lower than application or valuing levels indicate that an intern is in need of help in competency development.

The following definitions are provided as an aid to interns, local cooperating administrators, and the supervising university professors as they evaluate and record an intern's progress in developing the necessary performance proficiencies.

Taxonomy of Cognitive Behaviors

KNOWLEDGE - Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

COMPREHENSION - Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

APPLICATION - Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

ANALYSIS - Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

SYNTHESIS - Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

EVALUATION - Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

Taxonomy of Affective Behaviors

RECEIVING - Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.

RESPONDING - Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment).

VALUING - Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.

ORGANIZATION - Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.

CHARACTERIZATION [By a Value or Value Complex] - At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.[1]

Modes of Delivery

ACADEMIC - course work, simulation, workshop

PRACTICAL - internship, on-the-job

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[1] Gronlund, Norman. Stating Behavioral Objectives for Classroom Instruction. (Toronto, Canada: McMillan Company, 1970), p. 20.

1

PROGRAM PLANNING AND IMPLEMENTATION

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

1.1a prepare a short-range and a long-range program plan for vocational education in the school.

Actual Conditions: Coursework

Actual Performance: Wrote a simulated one and five year plan for EDAF 503

Preassessment: Cognitive, None Affective,

Certification, QP Mode,

Postassessment: Cognitive, Comprehension Affective, Responding

Date Achieved, 11/74 Certification, QP

Mode, Coursework Simulation Importance, 1 2 3 [✓ 4]
none very

1.1b determine the occupations for which training is to be offered in the vocational program.

Actual Conditions: Internship

Actual Performance: Met with Region 6. D.V. T.E Director and reviewed one and five year plans of local schools

Preassessment: Cognitive, None Affective,

Certification, QP Mode,

Postassessment: Cognitive, Comprehension Affective, Responding

Date Achieved, 4/75 Certification, QP

Mode, Internship Importance, 1 2 3 [✓ 4]
none very

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Educational Administration and Foundations

May 21, 1975

MEMO TO: Dr. Wayne Ramp
Dr. James Parker

FROM: Edward B. Sasse E.B.S.

Subject: Supervisory visit to Red Bud, Illinois, to assess program of intern Ron Weseloh.

I completed my final semester intern visit to Red Bud, Illinois, on Tuesday, May 21. Present for the meeting were Superintendent Holmes, cooperating administrator James Pflaster and intern Ron Weseloh.

Superintendent Holmes had delegated much of the mechanical operations of the internship to the local director of Vocational-Technical education, James Pflaster. Superintendent Holmes indicated satisfaction with the progress made by Mr. Weseloh and expressed confidence in his work.

Mr. Pflaster indicated that Mr. Weseloh had been working very hard to meet the total program expectations although the possibility of actual application of certain competencies was difficult to realize because of local situations. Mr. Pflaster agreed that Mr. Weseloh should meet the 90% level of competency satisfaction at the application level as previously determined at the beginning of the internship.

Mr. Weseloh presented to me his assessment of proficiency as of 5/16/75 and this is attached. He also submitted several weekly internship log sheets for your consideration and these are also attached. I did not check all competencies in detail but Mr. Weseloh will submit his materials to me during the summer for a final critique. It would appear that the actual progress made on many items is evaluated in a very conservative manner and the assignment of a higher level of competency might be more realistic.

Through a conference with Mr. Pflaster, it was agreed that Mr. Weseloh would receive an A grade for the semester.

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CLIMATE RATING SCALE

"Climate" is to an organization as personality is to an individual.

The following six statements portray typical public school climates. Each statement describes eight factors that interact to create the climate in question. As a result, it is unlikely that all of the eight factors that make up any one of the six climates will exactly describe conditions at your school.

Please read the six climate descriptions that follow, then ☒ indicate the one statement which most nearly describes the climate in the unit headed by your Vocational Director.

☐ Teachers are proud to be associated with the school, are friendly and work well together, are unhindered by routine duties, and have very good morale. The Vocational Director uses policies to assist teachers, set a good personal example, allows appropriate leadership acts to emerge from his teachers, criticizes when needed, is considerate and looks out for his/her teachers.

☐ Teachers are engrossed in their work, are unhindered by routine duties, work well together, and have good morale. The Vocational Director uses policies to establish guidelines, does not monitor teachers activities, sets a good personal example, is considerate and looks out for his/her teachers.

☐ Teachers are engrossed in their work to the point where they do not have time to be friendly, are hindered by routine duties, but have above average morale. The Vocational Director uses policies to standardize procedures, sets a good personal example, is assertive about things being done in his/her way, and is somewhat inconsiderate.

☐ Teachers and the Vocational Director are all members of one big happy family. Teachers accomplish little, are friendly, and have average morale. The Vocational Director suggests guidelines and does little to direct teachers activities, sets a good personal example, and is a good guy who looks out for his/her teachers' welfare.

☐ Teachers are split into factions who pursue their own goals, they are not hindered by routine duties because the Vocational Director does these for them, and they have below average morale. The Vocational Director is involved in all activities, is always stating what needs to be done, does not set a good personal example, and is considerate when it is to his/her advantage.

☐ Teachers obtain little job satisfaction, spend a great deal of time in the completion of routine duties, are friendly, and have low morale. The Vocational Director is aloof, sets arbitrary rules and regulations, does not set a good personal example, and is inconsiderate.

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